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ABSTRACT

This two part curriculum includes a student's guide and a teacher's guide designed to help upper-elementary and middle school students better understand violence and work to prevent it in the schools and community. Developing violence prevention plans will help students express their ideas about solutions to violence and will help students examine society's problems. The guide contains specific instructions for each lesson, with an overview, objectives, preparation/materials required, complemented by step-by-step suggestions for classroom implementation. The following lessons are included: (1) "What Is Your Opinion about the Causes of Violence in Our Nation?"; (2) "How Serious Is the Problem of Violence at Madison High School"; (3) "What Can You Learn from Newspapers about the National Problem of Violence and Violence in Schools?"; (4) "How Serious Is Violence in the Nation? How Can We Use Statistics To Help Answer this Question"; (5) "What Are Some Other Ways To Gather Information about Violence in Our Nation and Its Schools?"; (6) "How Can We Find Solutions to the Problems of School Violence"; (7) "What Makes a Good Rule?"; (8) "What Should You Consider in Creating a Plan To Prevent Violence at Madison Middle School?"; and (9) "How Can Your Class Develop a Violence-Prevention Plan for Madison Middle School." A glossary is included. (SLD)

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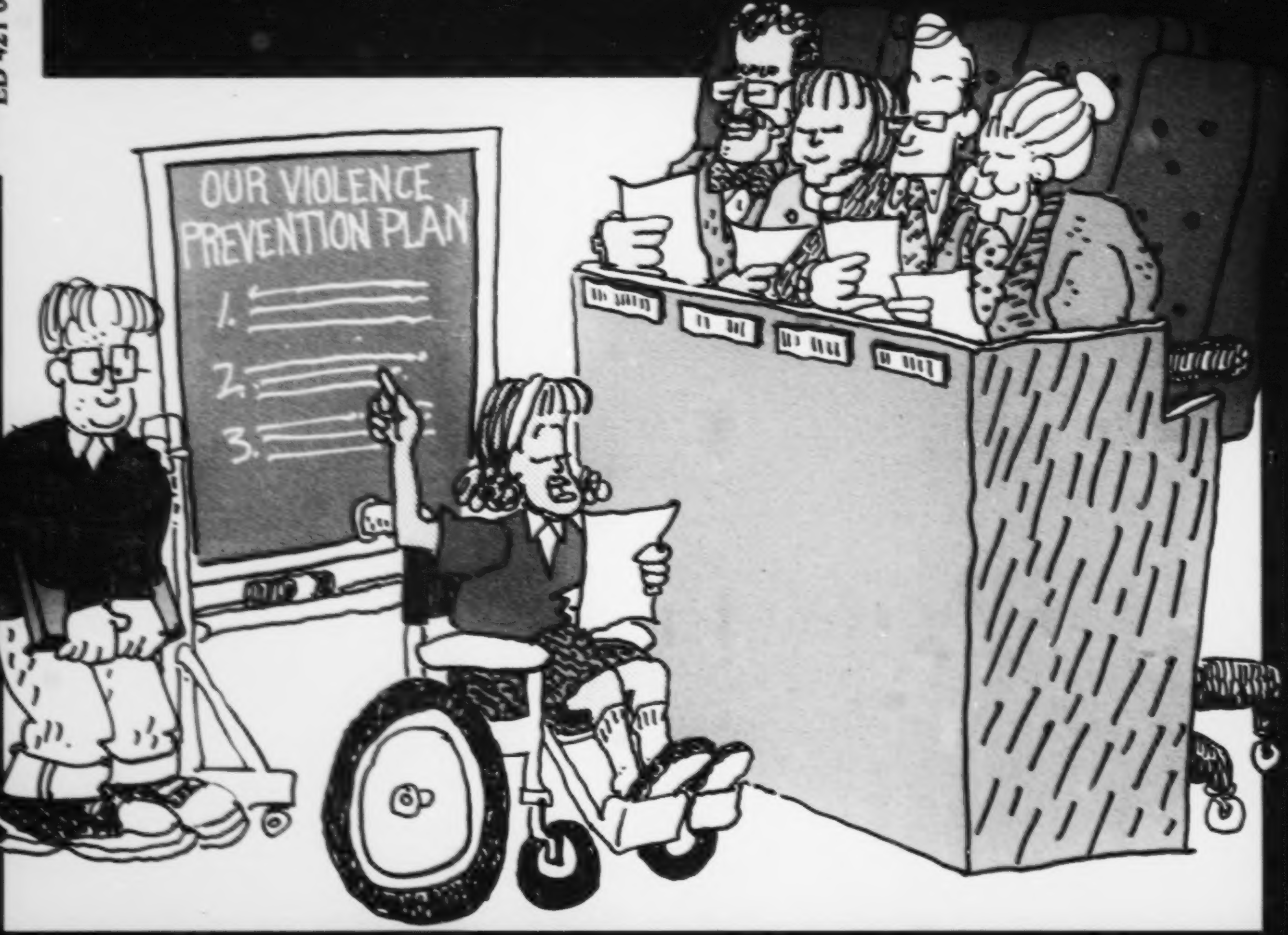
Violence in the Schools

Developing Prevention Plans



Exercises in Participation Series

Center for Civic Education

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1

Violence in the Schools

Developing Prevention Plans

OUR VIOLENCE
PREVENTION PLAN
1.
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3.

Exercises in Participation Series

Center for Civic Education 5146 Douglas Fir Road ☐ Calabasas, CA 91302 ☐ (818)591-9321

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EXECUTIVE DIRECTOR

Charles N. Quigley

Principal Writer Student Text
Louis E. Rosen

Contributing Writers
Roy Erickson
Beth E. Farnbach
Jack N. Hoar
Joseph S. Jackson
Charles N. Quigley
Kenneth Rodriguez
Norma D. Wright

Production Director
Pat Mathwig

Production Assistants
Dorothy M. Anderson
Esther Libman
Greg J. Synnott

Principal Writer Teacher's Guide
Kenneth Rodriguez

General Editor
Richard P. Longaker

Managing Editor
Jack N. Hoar

Editors
Michelle L. Forner
Theresa M. Richard

Art Director and Illustrator
Richard Stein

Desktop Publishing
Valerie Milianni
Jan Ruyle

REVIEWERS

Nancy Fontaine
Director
Early Childhood
Education Program
Florida A&M University
Tallahassee, FL

Rhonda Haynes
Director
Law-Related Education Program
State Bar of Texas
Austin, TX

Linda Johnson
Marti White
Instructional Support
Student Assistance
and Family
Empowerment Program
Orange County Public Schools
Orlando, FL

Steven Klein
Curriculum Coordinator
School District U-46
Elgin, IL

Marjorie LaBarge
Senior Administrator
Student Assistance and Family
Empowerment Program
Orange County Public Schools
Orlando, FL

Edith Langford, Ph.D.
United States Attorney's Office
Richmond, VA

Jeffrey A. Miller
Principal
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William Modzeleski
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and Outreach Staff
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Department of Education
Washington, DC

Dr. Pamela L. Riley
Director
North Carolina Center for the
Prevention of School Violence
North Carolina Department of
Crime Control and Public Safety
Raleigh, NC

Ronald D. Stephens
Executive Director
National School Safety Center
Westlake Village, CA

Robert B. Taylor
Deputy Chief
Field Services Division
Department of Public Safety
University of Southern California
Los Angeles, CA

Contents

Introduction 1

Lesson 1 What is your opinion about the causes of violence in our nation? 3

Lesson 2 How serious is the problem of violence at Madison Middle School? 7

Lesson 3 What can you learn from newspapers about the national problem of violence and violence in schools? 12

Lesson 4 How serious is violence in the nation? How can we use statistics to help answer this question? 20

Lesson 5 What are some other ways to gather information about violence in our nation and its schools? 28

Lesson 6 How can we find solutions to the problems of school violence? 40

Lesson 7 What makes a good rule? 51

Lesson 8 What should you consider in creating a plan to prevent violence at Madison Middle School? 56

Lesson 9 How can your class develop a violence-prevention plan for Madison Middle School? 69

Glossary 87

MADISON
MIDDLE
SCHOOL
SON
richard s.

Introduction

This program will help you better understand an important problem facing our schools today: VIOLENCE. Hundreds of schools and thousands of students in our nation face a problem with violence. Nearly three million violent and nonviolent crimes occur in schools or near school campuses each year. That means about sixteen thousand crimes against people or property per day, or one every six seconds that school is in session.

Your school may be free from violence but it is still important for all of us to understand the problem. It is even more important for us to find ways to deal with this increasingly serious problem. As you work to develop prevention plans for violence, you will have the opportunity to explore the problem and to propose solutions.

Madison Middle School is an imaginary place where you can examine the problem of violence. You will explore

- some of the causes of violence
- who shares the responsibility for causing violence
- how it can be prevented

You and your classmates will develop a plan to deal with the problem of violence in Madison Middle School. You can explain your plan to your school principal and other people who work with the problem of violence in your community.

Before you begin looking at the problems of Madison Middle School, it would be helpful to define what we mean by violence. **Violence** is defined in *Webster's Dictionary* as **physical force used to injure someone or damage something**. Violence can range from fistfights to murder. It also may include damage to property.

This program will focus on injury, or threat of injury, by one person to another. Violence in its most extreme form can result in death. When violence results in killing another human being we call it **homicide**. Homicide is now the second main cause of death for teenagers.

Acts of violence often result in **retaliation** or trying to "get even." Consequences of acts of violence include legal action, arrest, and imprisonment. More than one million people are now in prison as a result of violent criminal activity. Twenty-five thousand Americans are murdered each year. Thousands of Americans are physically disabled or unable to work for the rest of their lives as a result of violent acts.

This program will give you practice in using one of your most important rights. It is your right to examine problems in our society and to express your ideas about how we might solve them. It is your responsibility to know as much as possible about these problems and to work with others to help solve them.

1

What is your opinion about the causes of violence in our nation?

Before approaching the problem of violence in Madison Middle School, we will look at and talk about your ideas concerning violence in our nation. The following exercise will help.

Identifying Opinions About Causes of Violence

1. In the space below or on a separate piece of paper, write what you think might be some causes of violence in our nation.

2. Circle the word or words that most closely relate to what you have written about the cause of violence in our nation.

alcohol / drugs
families
fear, anger, jealousy
gangs
helplessness, hopelessness
money
poverty
prestige
rap music
revenge
television and movies
weapons
other ______________

Exploring Opinions About Causes of Violence

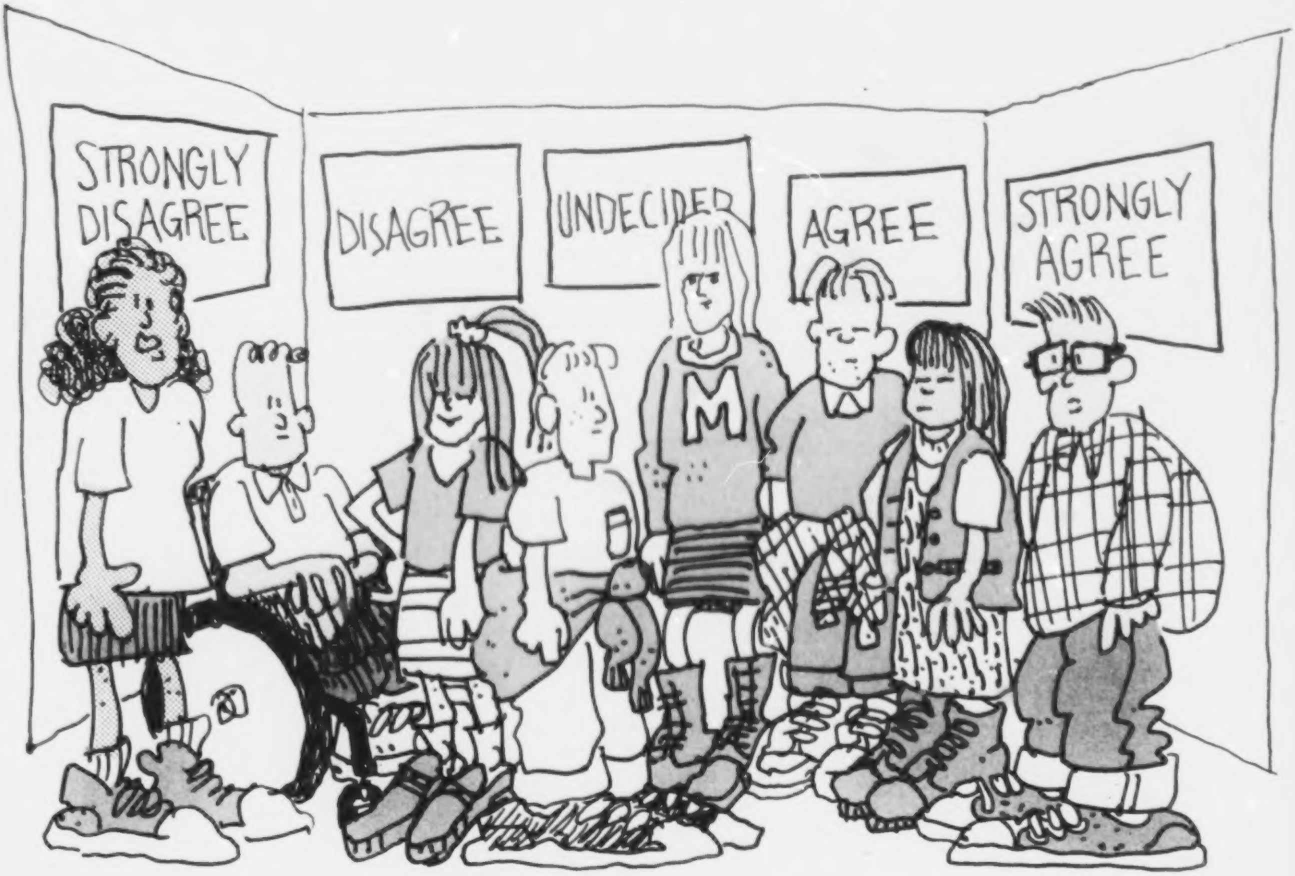
1. Your teacher will divide your class into groups of three to five students. Students in each group should explain why they chose the words they did. Members of the group should then try to agree on which word or words are **most** closely related to what they think are the causes of violence in our nation.

2. Was any word on the list left out by the group? If so, try to give the point of view of someone who might have chosen that word.

3. Each student should then write a summary of his or her group's discussion in the space below. Be prepared to report your summary to the entire class.

Sharing Opinions About Causes of Violence

One or more persons from each group should explain his or her group's opinions and their discussion. Students from other groups may question or comment on these reports.


STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE
M

Do you agree or disagree with the statement, "Television is a cause of violence in our nation"?

Re-thinking Your Opinion

After working with your group and listening to the class discussion have you changed your original opinion? Re-read what you wrote at the beginning of the lesson. Record below any changes in your initial opinion about violence.

Reviewing and Using the Lesson

1. What did you learn about different points of view concerning the causes of violence in our nation?
2. In what way, if any, did your opinion change as a result of this exercise?
3. What questions do you have about violence in our nation?

How might information about weapons and their misuse influence opinions about violence in our nation?

2

How serious is the problem of violence at Madison Middle School?

You have discussed what you and your classmates think about the causes of violence in our nation. Schools reflect what is happening in our communities. Since violence is a problem in society, it is also a problem in many of our schools. Let us look at the problem of violence in Madison Middle School.

Madison Middle School is an imaginary school. It may or may not be like your school. The problems with violence at Madison Middle School also exist in many schools throughout the United States.

Read the following section. After you read about "Madison Middle School's Problem" your teacher will assign you a study partner. You and your study partner should then work together to complete the tasks in the section, "Examining the Effects of the Problem" on page 10.

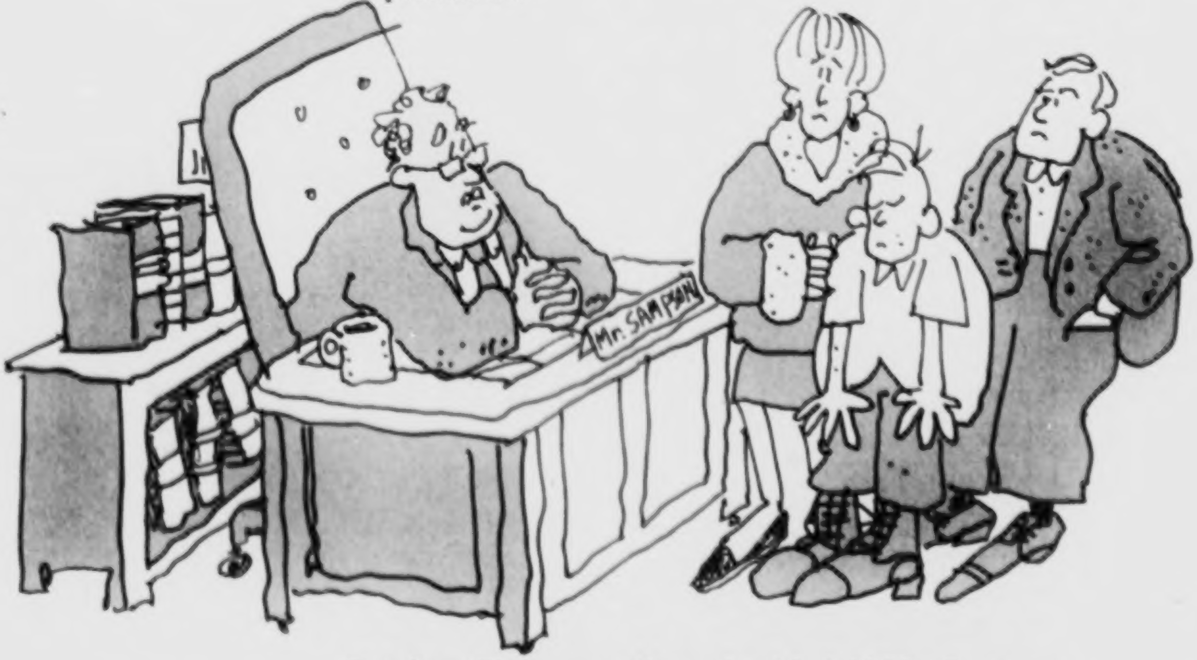
Madison Middle School's Problem

It has been a difficult year for Madison Middle School and its principal, Mr. Robert Sampson. During the past seven months, there have been several violent incidents.

Some students are afraid to come to school. Here are some things that happened:

August: As school opened teachers and students heard that Stan Crane had died just the week before school started. He died from a blow to his head by a sharp object during a fight with an older student. Stan would have been in eighth grade this year.

September: Four students were expelled from school for bringing weapons on campus. The police arrested three of them for having weapons in their possession off campus. The students claimed they needed the weapons for protection.



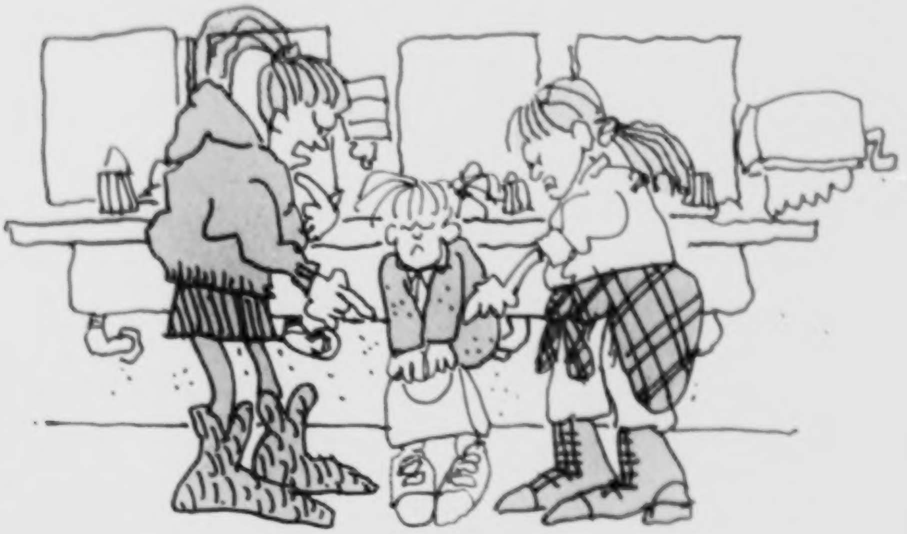
October: Three seventh-grade girls told Mr. Sampson that some boys in the eighth grade had been making sexual suggestions to them in front of other students. The girls had asked the boys to stop many times. Mr. Sampson called in the boys and their parents for a conference.

November: Mr. Sampson suspended six students for fighting on school grounds. Many of these students have older brothers and sisters who belong to gangs. The fights were among younger brothers and sisters of rival gang members.

December: There was a series of drive-by shootings near the Madison campus. In one incident, a Madison graduate and a sixth-grade student were injured across the street from the school.

January: The police held six eighth-grade boys over the weekend for **assault** and **battery** of an elderly man in their neighborhood. **Battery** is a violent attack against a person. It can include not only beating but also pushing, shoving, or any unwanted touching. **Assault** is an attempt or threat of violence against a person. It can be threatening words such as, "I'm going to beat you up." It also can be threatening acts, such as swinging a fist or pointing a gun at someone.

February: Mr. Sampson required two girls to attend Saturday school for three weeks for threatening to hurt another girl if she did not give them her lunch money. The threat occurred in the restroom between classes.



What do you think?

Mr. Sampson wondered if all crimes at Madison had been reported. He wondered what types of crimes might not have been reported. Give your opinion below.

Examining the Effects of the Problem

Work with your study partner to develop answers to the following questions. Write your answers in the space provided or on a separate piece of paper. Share your answers with the class. If you hear good suggestions you and your partner did not think of, add them to what you have written.

What effects might these violent incidents at Madison Middle School have on the following:

students?

teachers?

the principal?

parents?

other groups and individuals such as the police and businesspeople?

student activity and academic programs?

school's reputation? ______________________________

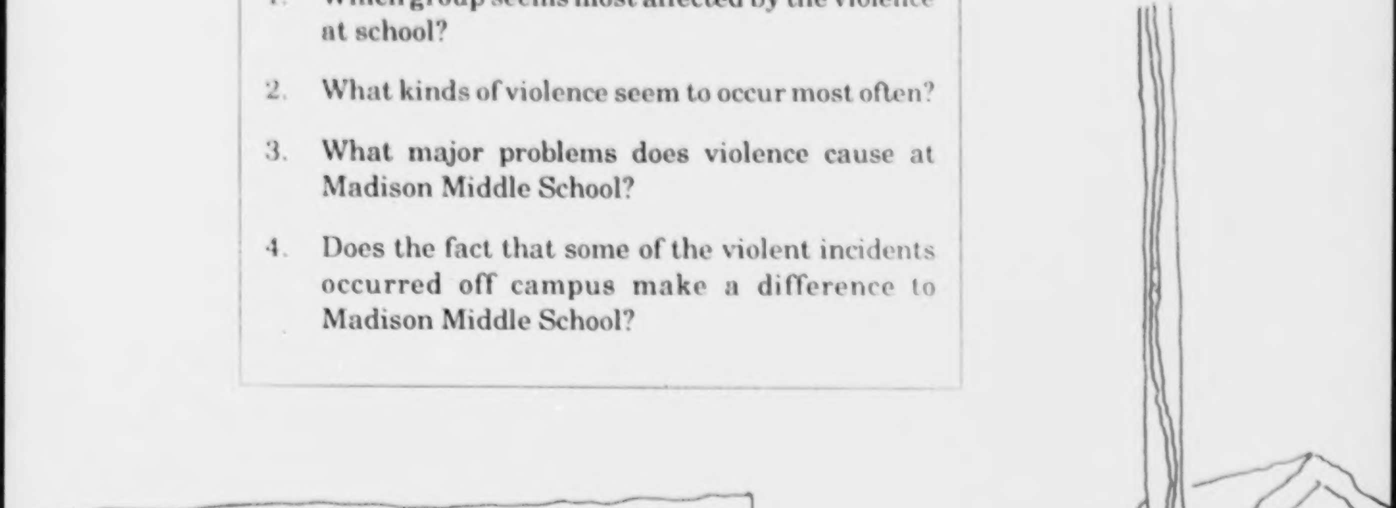
____

____

____

Reviewing and Using the Lesson

1. Which group seems most affected by the violence at school?
2. What kinds of violence seem to occur most often?
3. What major problems does violence cause at Madison Middle School?
4. Does the fact that some of the violent incidents occurred off campus make a difference to Madison Middle School?



How are students affected by violent incidents that take place off campus?

3

What can you learn from newspapers about the national problem of violence and violence in schools?

Madison Middle School's problems are common to many communities in our nation. The newspaper articles on the next five pages are real. They will help you understand more about how serious this problem is. Read the articles and write your answers to the questions that follow on page 18.

Later, in Lessons 4 and 5, you will learn how statistics, graphs, charts, signs, and political cartoons also can help you understand more about the seriousness of the problem of violence. Remember that to make sound judgments about the causes and possible solutions to violence in our schools we must evaluate as much information as possible from a variety of reliable sources.

What might Madison Middle School students learn from newspapers about the national problem of violence in the schools?

USA TODAY

May 20, 1992

Violence has become part of school life

By Karen S. Peterson

School is not a haven from violence for U.S. teens.

Eighty-three percent have personally seen students in fist fights; 20% have seen a student pull a knife on someone. And 16% have seen kids strike teachers, says a national survey of 546 students ages 13-19.

"Violence is something teens deal with every day," says K. Russell Weathers of Camp Fire Boys and Girls, which commissioned the survey. "And it is an issue in suburban and rural communities as well as the inner cities."

Teens also have seen students: destroying school property, 55%; threatening someone with a gun, 7%; extorting lunch money, 11%; purse-snatching, 7%. Stealing clothes is a major problem, 21% say.

More than half (52%) think the violence will get worse. Major causes kids see: drugs (65%); abuse by parents (49%); wanting to feel in control (48%); and gangs (47%).

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The New York Times

WEDNESDAY, APRIL 14, 1993

Model School Tries to Cope With Killing in a Classroom

By SARA RIMER

Special to The New York Times

DARTMOUTH, Mass., April 13 — Clusters of students wept and hugged each other today as they tried to come to terms with the mystifying violence of Monday morning, when three teen-agers armed with a baseball bat, a billy-club and a buck knife burst into a high school social studies classroom and fatally stabbed a 16-year-old freshman.

Students were bewildered that the violence they associated with urban schools could have occurred at suburban Dartmouth High, which had always reflected stability and security. "The kids keep saying 'This happens in city schools, not here,' " said the school principal, Donald King, who brought in a team of counselors to help restore calm.

The dead student, Jason Robinson, was apparently a bystander in a feud between two groups of teen-agers — some of whom attended Dartmouth High School — who had been trading insults and, the police said, "calling each other's mothers names."

While Jason's American government teacher, James Murphy, wrestled the teenager with the baseball bat to the floor, another of the youths pulled out the knife and stabbed Jason in the stomach, the Dartmouth police said. Jason staggered into the hallway and collapsed in the arms of a classmate.

Moments later, Mr. King, who had raced from his office up two flights of stairs into the classroom, caught one of the three teen-agers and grabbed the knife out of his pocket. The third teen-ager, who had fled down the hallways, was apprehended by another teacher.

"By the time the police got here, we had the weapons and all three kids," Mr. King said.

The three teen-agers, who have all been charged with first-degree murder and other related charges, are being held without the bail at the Department of Youth Services.

Two of the three attended the high school, with one of them a recent transfer student; none of them had criminal records or were well-known here, either as troublemakers or as star students. A later hearing will determine whether the three teen-agers will be tried as adults or juveniles.

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THOUSAND OAKS NEWS CHRONICLE

Wednesday, February 2, 1994

Teen stabbed, dies at school Junior High classmate, 13, arrested in Simi Valley

By Steve Silkin and Karen Hibdon
Staff Writers

SIMI VALLEY — Still shaken by Tuesday's stabbing death on campus of a 14-year-old Valley View Junior High School student, Principal Don Gaudioso told students this morning that the school is safe.

"I would like to assure everyone, all students, that the event that occurred yesterday was an isolated event," Gaudioso said over the public address system before classes began.

Simi Valley police officers are patrolling the campus and the surrounding area to ensure student safety, he said. He asked students to notify teachers if they want to talk to a school psychiatrist.

Chad Hubbard, 14, was stabbed to death Tuesday, and a 13-year-old fellow ninth-grader is being held in connection with the killing, which occurred just after school let out, authorities said.

The suspect was arrested on suspicion of murder and remained in custody this morning, police said. By law, authorities cannot release his name because of his age.

"Apparently, they know each other," said Lt. Dick Thomas of the Simi Valley Police Department, and the fight "culminated in one of the boys stabbing the other boy." Police have the knife they believe was used in the killing, he said.

Hubbard was an avid baseball player and played for several leagues in Simi Valley.

"He was a great ballplayer... and a really nice young man," said Mike Fava who managed the youth on a Pony division team at Santa Susana Boys Baseball.

Thomas, who has been with the department for 22 years, said the case was unprecedented in the city.

School Board members and district officials appeared badly shaken at Tuesday night's scheduled board meeting. Several were seen wiping away tears.

"It's your worst nightmare," said Susan Parks, assistant superintendent, educational services. "It goes against everything we work for."

"We've had deaths from auto accidents, suicides, but never on campus....It just seems so capricious," noted Leslie Crunelle, director of secondary education.

Staff writers Ray Hughey, Jean Couden Moore and Scott Graves contributed to this report.

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Education Week • January 27, 1993

3 Killed in 2 Shootings in L.A., Ky. Schools

Three people were killed last week in schools as a result of shooting incidents in Los Angeles and Grayson, Ky.

In Los Angeles last Thursday one student was killed and another wounded at Fairfax High School when a 9th grader there allegedly shot them during a morning English class.

Armed with a .357 magnum pistol, the gunman reportedly entered a classroom at 8:20 A.M. and fired a single shot at a 16-year-old student, who was later pronounced dead.

The bullet passed through the student and struck another student in the chest, according to a spokesman for the Los Angeles Unified School District. Late last week, the wounded student was listed in good condition.

A suspect in the shooting was being detained by police last week, according to a detective in the homicide division of the Los Angeles Police Department's Hollywood station.

The shooting took place during a winter intersession held between the regular fall and spring semesters. Approximately 2,000 students from several area schools were on campus completing remedial coursework at the time, district officials said.

A crisis-counseling team was available for students in the class where the shooting took place. Otherwise, all classes remained in session for the rest of the day.

Kentucky Shooting

In the second incident, a Kentucky high school student allegedly shot and killed his English teacher and a janitor and briefly held his classmates hostage before surrendering to police.

Arrested was Scott Pennington, a senior and academic standout at East Carter High School in Grayson. According to officials, the youth walked into his English class near the end of the day Jan. 18 and pointed a .38-caliber pistol toward Deanna McDavid, his teacher.

He reportedly fired the first shot over her head but hit and killed her with a second shot. As students scurried, a janitor, Marvin Hicks, 51, rushed into the room, pushed a student out of the way, and was shot once and killed.

Police said the youth then ordered classmates to close the classroom window blinds and released the 22 students a few at a time until he was alone. He surrendered to police, who found the apparent weapon on the teacher's desk.

The 17-year-old was charged by state police with two counts of murder and 22 counts of kidnapping. A judge will decide at a hearing next month if the youth will be tried as an adult.

School officials said they knew of no motive for the incident.

Ms. McDavid, 48, was a popular teacher who had worked at the eastern Kentucky school for 17 years. Mr. Hicks was also a long-time district employee, officials said.

School administrators canceled classes on Jan. 19, the day after the shooting, and state officials were coordinating teams of counselors to meet with the 800 students at the school. — M.S. & L.H.

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BULLY
BULLY
BULLY

Chillicothe Gazette
December 23, 1987

Bullies Plague Schools

Group says they are a real problem

By STEVE BORNFELD and
LINDA LANTOR
Gannett News Service

Almost every adult remembers one schoolyard menance: the kid with the aggressive attitude and the ready fists. The bully.

Bullies still can be found in almost every schoolyard.

"Bullies are a problem plaguing most of the schools I've been in," said Dr. Nathaniel Floyd, a clinical psychologist for the Board of Cooperative Educational Services of Southern Westchester (County), N.Y.

"Breaking the rules is partly a function of being more impulsive and a diminishing of restraints. Kids in school are showing the same thing."

Floyd's concerns are shared by the National School Safety Center at Pepperdine University in Encino Calif., which devoted its fall journal to the subject. The NSSC, which runs a federally funded program designed to curb school crime, referred to bullying as "maybe the most underrated problem in our schools."

3 percent victims

On a national scale, the problem is sizable, according to Dr. Dan Olweus, a professor at the University of Bergen in Norway, who specializes in victimization research. In the journal, Olweus wrote that American schools harbor approximately 2.1 million bullies and 2.7 million of their victims. Olweus found that 3 percent of students in first through ninth grades were bullied about once a week or more often.

"I see lots of bullying, lots of making fun of each other," says Toni Johansen, an elementary school counselor in the Des Moines School District and president of the Iowa School Counselors' Association.

And while most of the confrontations between them are dismissed by school authorities as the unpleasant inevitabilities of growing up, Floyd said, some incidents assume drastic dimensions. In San Francisco, daily harassment by bullies prompted a fifth-grader to join his mother in a $351,000 lawsuit against school officials for allegedly failing to protect him.

"Bullies are everywhere, and they don't stop just because graduation comes. Later in life, they bully people in business and in interpersonal relationships. Bullying becomes a way of life," he says.

Not addressed

Though Floyd claimed that a potentially lifelong problem can be stopped in the nation's schools, the issue isn't being publicly addressed in some academic quarters. Tai Marshall, a spokeswoman for the National Parent-Teacher Association in Chicago, declined to comment on the NSSC report on the subject of bullying.

Other victims are goaded into more tragic reactions. In Missouri, a seventh-grader ended several years of his schoolmates' hazing by pulling a gun from his duffel bag, shooting one of his tormentors, then killing himself.

No one expressed surprise that the tradition of the school-yard bully lives on.

"In this culture we tolerate bullying behavior to a surprising degree," says Gerald Patterson, a researcher at the Oregon Social Learning Institute in Eugene. "In television and novels, the person who is adept at using physical force is the hero."

Reprinted with permission of Gannett News Service

PRESS-TELEGRAM
Monday, February 7, 1994

Local schools show mixed crime stats
Some trends are positive

By Daniel de Vise
Staff Writer

At first glance, numbers like these can chill a parent's blood.

Two children were gunned down in Los Angeles schools during the 1992-1993 academic year; 37 handguns were confiscated in Long Beach.

But a closer look at school crime trends in the past year yields some encouraging signs. Some types of crime are on the rise in local school districts, but just as many are in decline. New efforts to train students in conflict resolution and human relations seem to succeed where traditional discipline has failed.

The Long Beach Unified School District's crime report shows a surge in crime during the 1992-93 school year. The district reported four rapes in 1992-93, compared with zero the previous year, and incidents of drug/alcohol possession and burglary more than doubled.

But crime dropped just as sharply in the just-ended fall semester: only three guns were confiscated, compared with 37 in the entire 1992-93 school year; and no rapes were reported.

District security chief Joe Romero attributed the higher 1992-93 crime rate to a rising school population and a sour economy. As for the apparent drop in crime last fall, he credits a new series of conflict-resolution workshops conducted by police and school officials, as well as efforts to involve the community in school decisions.

Student homicides

Of 10 school districts that serve this part of the Southland, only Los Angeles Unified reported homicides — two — during the 1992-93 year. The district also logged 15 rapes, 451 robberies and 2,457 burglaries. The figures seem to paint a grim picture for students trying to eke out an education inside Los Angeles schools.

But Los Angeles Unified School District crime was down in several categories last year compared with the previous school year: rape declined by 21 percent, knife possession and assault by 12 percent, burglary by 2 percent. And if the numbers seem high, consider that they were committed by a student population of 640,000.

"Let's just look at the homicide figure," said Wesley Mitchell, chief of police for Los Angeles public schools. "Two homicides mean you have a one-in-320,000 chance of being a victim of a homicide. In the county of Los Angeles, you roughly have 15 homicides a week in the ages of 13 to 25. And we've had two homicides in 12 months."

Rapes and other sex offenses neither gained nor declined in the 1992-93 school year, despite a slew of new school programs teaching about sexual harassment, date rape and other gender issues. The four area districts tabulating rapes reported a total of 20 incidents in 1992-93, compared to 19 in the previous year. Other sex offenses totalled 466, hardly changed from 463 the year before.

Perhaps the most frustrating aspect of school crime, in the eyes of district crimefighters, is how much of it occurs outside the school grounds and hence beyond the control of school officials. Most school districts keep tabs both on crimes at school and incidents that occur during the commute between school and home.

In Long Beach, Romero estimated that more than half the crimes reported by Long Beach students happen while they are heading to or from school.

"The majority of it has been people walking to and from school, and a lot of it is young adults," Romero said. "A lot of it is high school students preying on middle school or elementary school students, stealing their lunch, taking their money."

Adapted from the *Press-Telegram* (Long Beach, CA) with permission.

Safety tips for students

- Report crimes or violence immediately to an adult.
- Avoid wearing clothing associated with gangs. Don't wear expensive jewelry.
- Keep away from known trouble spots or isolated areas on or near campus.
- Report any weapons seen on campus to school staff or school police.
- Avoid walking to and from school alone. Don't stop anywhere on the way, and make sure your parents know the route you take.
- If approached by another student who demands money or other property, do not fight. Comply, and report the incident immediately to a school official.
- Stay on campus during school hours.
- Don't write nicknames, tags or gang slogans on your possessions. But do write your name on any item you consider important.
- Don't stay on campus after school without a teacher's or administrator's permission.
- Talk to your parents about what to do if confronted with a weapon or by gangs.

Sources: Compton, Long Beach and Los Angeles school districts

School crime

Here are recent crime statistics from 10 school districts in the Long Beach area. Some districts furnished only partial reports. Note that some incidents, including knife possession and certain sex offenses, are not illegal under state law.

District	Years	Assault	Burglary	Drug–alcohol	Homicide	Knife possession	Gun possession	Rape	Other sex offense	Robbery	Total crimes**
ABC Unified Enrollment: 21,400	1991-92	7	N.A.	21	0	N.A.	N.A.	0	N.A.	1	29
Bellflower Unified Enrollment: 10,000	1992-93	1	3	16	0	19	0	0	8	0	47
	1991-92	6	2	17	0	12	2	0	14	0	53
Compton Unified Enrollment: 28,000	1992-93	26	362	22	0	20	21	1	N.A.	7	459
	1991-92	35	347	10	0	23	13	0	N.A.	5	433
Downey Unified Enrollment: 16,500	1992-93	13	N.A.	49	0	34*		0	1	0	97
	1991-92	32	N.A.	54	0	20*		0	2	0	108
Long Beach Unified Enrollment: 77,000	Fall 1993	105	12	56	0	37	3	0	23	15	251
	1992-93	328	77	225	0	176	37	4	63	13	923
	1991-92	218	35	91	0	128	30	0	37	27	566
Los Alamitos Unified Enrollment: 6,900	Fall 1993	N.A.	0	9	0	6	0	0	0	0	15
	1992-93	N.A.	0	19	0	10	0	0	0	0	29
Los Angeles Unified Enrollment: 640,000	1992-93	531	2,457	384	2	362	153	15	394	451	4,749
	1991-92	604	2,505	259	1	411	153	19	410	433	4,795
Lynwood Unified Enrollment: 14,600	1992-93	5	0	0	0	3	1	0	4	0	13
Norwalk-LaMirada Unified Enrollment: 18,400	Fall 1993	3	2	12	0	8	1	0	0	0	26
	1992-93	7	11	94	0	22	1	0	2	7	144
Paramount Unified Enrollment: 13,000	1992-93	27	N.A.	N.A.	0	26	10	N.A.	N.A.	N.A.	63
	1991-92	22	N.A.	N.A.	0	23	5	N.A.	N.A.	N.A.	50

*Includes all "dangerous objects"

SOURCE: School districts

**Doesn't include several minor crime categories, including fights, vandalism and possession of a firecracker.

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What do you think?

Write your answers in the spaces below or on a separate piece of paper.

1. What did you learn from the articles about how serious the problem of violence in schools has become?

2. What did you learn from the articles about the causes of violence in schools?

3. What did you learn from the articles about the effects of violence in schools?

4. What stories like those in the articles have you seen on television or heard about in your community or school?

Reviewing and Using the Lesson

1. Read your local newspaper and watch television news reports about the problem of and possible solutions to violence in schools. Be prepared to report your findings.
2. To understand better the problems of violence in schools and in the nation, create a "Violence Bulletin Board: Problems and Preventions." Bring to class articles from newspapers and magazines about kinds of violence problems. Divide your bulletin board into two parts: one side for reports of violence and the other side for solutions.
3. Interview your principal or assistant principal to find out whether your school is a safe one. Do they believe it is not as safe as they would like it to be? What would it take to make sure your school is a safe one? Get the opinions of teachers, parents, business leaders, clergy, and other students. Write a newspaper article or letter to the editor on the topic, "How Safe Is Our School?"

Does the media influence violence by the way it portrays the problem?

4

How serious is violence in the nation?

How can we use statistics to help answer this question?

A difficult and important thing to do when trying to understand a problem is to gather accurate information.

One way to gather information is to look at what the media—newspapers, magazines, television and radio—have to say about the subject. In the last lesson, you reviewed newspaper articles to learn more about the problem of violence in our nation's schools.

Mr. Sampson, the principal of Madison Middle School, has read many newspaper articles about violence. He has seen the effects of violence in his own school. Mr. Sampson also asked national experts for current statistical information about violence in the schools to help him make informed decisions. Statistics is a part of mathematics that deals with

- collecting facts or data
- sorting and organizing the data
- interpreting the data

MAY
MR SAMPSON

How might Mr. Sampson determine whether statistical information comes from a reliable source?

Some statistics focus on how often something occurs. Others help to make predictions about what might happen in the future. It is important to evaluate the source of statistical information. It is also important to check the date of statistics because data can quickly change. Checking the source and date of statistics is especially important if you are going to make decisions or judgments based on them.

The experts sent Mr. Sampson a variety of recent studies on the violence problem. The studies had information he needed. The following is a summary of some of the information he received. It explains the seriousness of the problem.

How serious is the violence problem?

Mr. Sampson discovered the following statistics when he read the studies of violence in our nation:

- Eight out of ten deaths among teenagers and young adults are violent. Therefore, members of that age group are the number one victims of premature death in the United States. (The United States Centers for Disease Control, 1986)

- Almost 8 percent of urban middle school and senior high school students miss at least one day of school a month. They are absent because they are afraid to go to school. (The National School Safety Center, 1989)
- In the past 30 years, violent crime in rural areas has increased by 200 percent. It is now growing at a faster rate than in cities. (Senate Judiciary Committee Report, 1992)
- Armed victims are twice as likely to be killed as unarmed victims. (The FBI Uniform Crime Report, 1992)

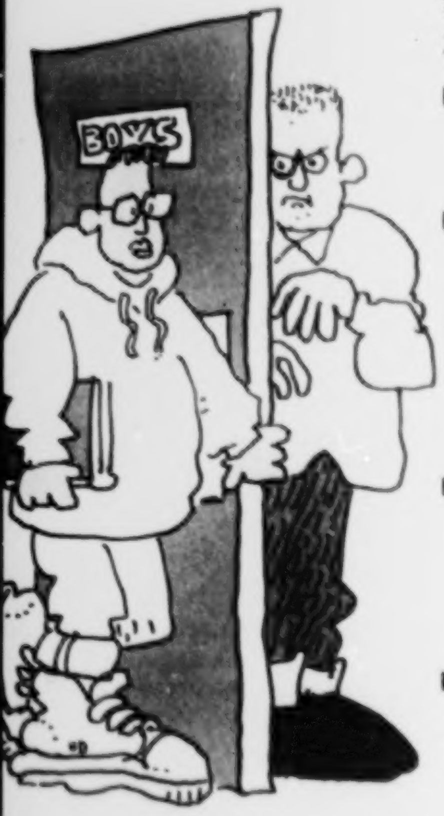
- One-fourth of all student suspensions nationally were for violent incidents committed by elementary school students. (National School Boards Association Report, 1993)
- Four out of five students surveyed have experienced some form of sexual harassment in school. And while the impact in school is significant for all students, girls suffer greater effects than boys. (AAUW Survey on Sexual Harassment in America's Schools, 1993)
- Each month about 8 percent of all high school students are involved in fights that result in an injury requiring medical attention. (The United States Centers for Disease Control, 1992)
- There were 23 thousand people who died as a result of a homicide in 1990. More than half of the victims knew the person who killed them. (The National Research Council Study of Violence, 1993)
- Homicides and assaults in the United States are much higher than those in any other industrialized nation. Among 16 industrialized countries surveyed in 1988, the United States had the highest rate for serious sexual assaults. The U.S. also had the highest rate for all other assaults including threats of physical harm. (The National Research Council Study of Violence, 1993)

How dangerous are weapons to teenagers?

- The rate at which teenagers aged 15 to 19 were killed by firearms leaped 77 percent between 1985 and 1990, reaching its highest level in history. (National Center for Health Statistics, 1990)
- Students bring about 135 thousand guns into schools every day. (National School Boards Association Report, 1993)
- Nearly 20 percent of high school students carry a weapon, and 5 percent carry a firearm, at least once a month. (The United States Centers for Disease Control, 1991)
- About 10 percent of all youth aged 10 to 19 say that they have fired a gun at someone or have been shot at. (National School Boards Association Report, 1993)
- Sixty-three percent of incidents involving guns on school property involved high school students; 24 percent involved junior high school students; 12 percent involved elementary students; and 1 percent involved preschoolers. (National School Boards Association Report, 1993)
- Thirty-nine percent more teenagers died from gunshot wounds than from disease. (The United States Centers for Disease Control, 1992)
- Students who carried a weapon were more likely to carry knives and razors (55 percent) than firearms (20 percent). (Office of Juvenile Justice and Delinquency Prevention, 1993)
- Between 1987 and 1991, juvenile arrests for weapons violations increased 62 percent. (National School Boards Association Report, 1993)

Are juveniles victims of violence?

While it is true that teenagers commit violent crimes, they are also the victims of crimes. Contrary to popular beliefs, teenagers are victimized at higher rates than adults. In the National Crime Victimization Surveys (1985-1988), youths under age



Where on campus might students be more likely to fear acts of violence?

20 made up only 14 percent of the population surveyed, yet they were 30 percent of the victims of violent crimes.

- About 3 million crimes occur on or near school property each year. (National School Boards Association Report, 1993)
- Younger teenage victims of crime were more likely to be victimized in or around school. Thirty-seven percent of the violent crime against youths between 12 and 15 years old occurred at school, compared with 17 percent of those 16 to 19 years of age. (Office of Juvenile Justice and Delinquency Prevention Fact Sheet, 1993)
- About 960 thousand youths between ages 12 and 19 were the victims of 1.9 million violent crimes (rape, robbery, and assault) each year between 1985 and 1988. (Office of Juvenile Justice and Delinquency Prevention Fact Sheet, 1993)
- About 67 out of every thousand teenagers were victims of a violent crime each year, compared with 26 per thousand persons age 20 or older (1985-1988). (Office of Juvenile Justice and Delinquency Prevention Fact Sheet, 1993)
- There were 2,555 juvenile homicides in 1990. In the year 2000, it is estimated that there will be 8 thousand. (National School Boards Association Report, 1993)
- In 1991, three of every ten juvenile murder arrests involved a victim under the age of 18. (National School Boards Association Report, 1993)
- Firearms are the leading cause of death for African American males aged 15 to 24. They are the second leading cause of death for all American teens. (National School Boards Association Report, 1993)
- Schools with gangs had higher crime violence rates. Twelve percent of the students who reported gangs at school were victims of crime compared with 8 percent of those who reported no gangs. (Office of Juvenile Justice and Delinquency Prevention Fact Sheet, 1993)

What are some causes of violence?

Statistics tell us a great deal about the kinds and amounts of violence in society. If we want to develop a plan for reducing violence we need to try to identify the causes of violence. Listed below are some causes of violence people most often identify. Using the information you have studied so far, determine which of the following are causes of violence.

___ availability of weapons
___ child neglect and abuse
___ child raising practices
___ drugs and alcohol
___ early jail release programs
___ failure in school
___ failure to jail (incarcerate) those guilty of violent acts
___ family influence
___ heredity
___ ineffective probation system
___ lack of child care
___ poor educational opportunities
___ poverty
___ short prison sentences
___ witnessing violence on TV

What are some other possible causes of violence in our society and in our schools?

Discuss with your class your views and decisions about the causes of violence in our society. Based on this discussion and your personal opinion write a paragraph explaining the three most significant causes of violence in our society and our schools.

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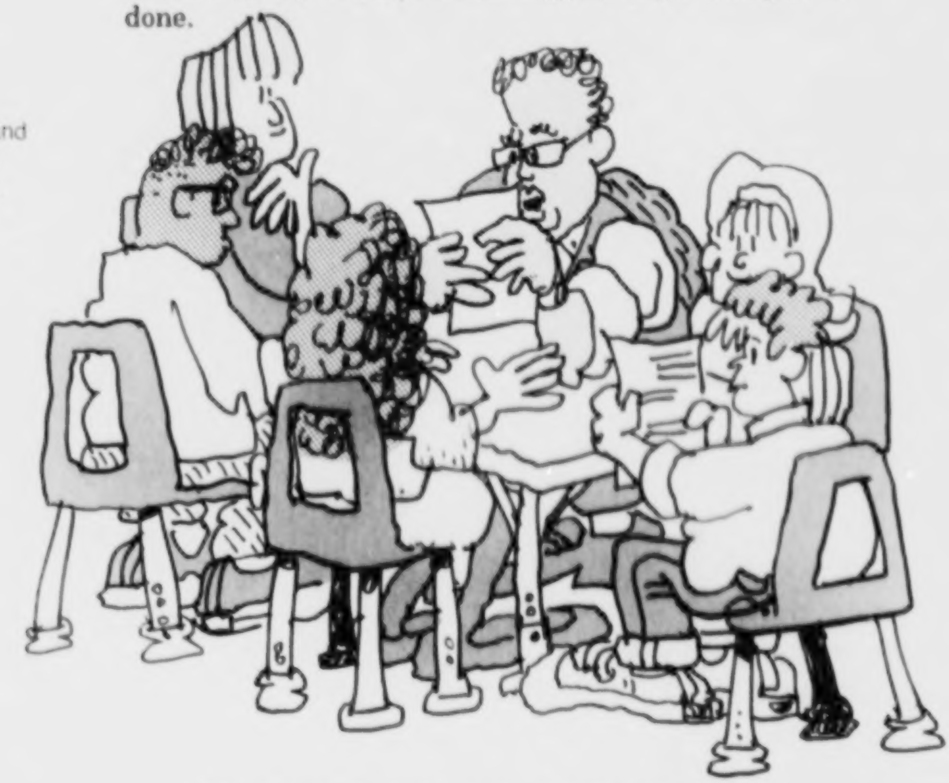
How serious is the problem at Madison Middle School?

Mr. Sampson read the statistics in the reports from the various national experts. He now had some information on how serious the problem was in schools across the nation. Mr. Sampson thought about the problems at Madison that had taken place from August to February. He knew he must do something.

Mr. Sampson knew that many students at Madison were also worried about the problem of violence. A group of eleven students asked to meet with him on Monday afternoon. They said that the violence problem at Madison was much worse than most adults thought. They wanted Mr. Sampson to act right away.

Mr. Sampson first had to discover how bad the problem was in his school. He was not sure about the best way to gather the information he needed. So he asked a group of students to suggest ways it might be done.

What resources at school and in the community might Mr. Sampson and the students use to gather information?



How would you gather information?

Suppose Mr. Sampson asked your class for help. Meet in groups of about three to five students. List ways you could gather information about the violence problem at Madison Middle School. To do this, answer the following questions and be prepared to report your answers to the class.

1. Who are the people in the school who might help you gather information?

2. Who are the people in the community who might help you gather information?

3. What are some other sources in the school and community that might provide valuable information? For example, police reports of youth violence.

4. What would be the advantages and disadvantages of each source of information you have identified?

5. How would you be certain that the information you have gathered is reliable, accurate, and fair to all concerned?

Reviewing and Using the Lesson

1. What do you know about the seriousness of the violence problem among students in our nation?

2. Why do you think there has been an increase in violence among our nation's young people?

3. Prepare a graph, draw an editorial cartoon, or write a letter to the editor about the increase of violence in our nation or in schools.

4. To find out more about violence in your school, develop a survey questionnaire. Include the most important questions you would ask your classmates. Develop a similar questionnaire for faculty and staff. Would the questions be the same or different? Why?

5

What are some other ways to gather information about violence in our nation and its schools?

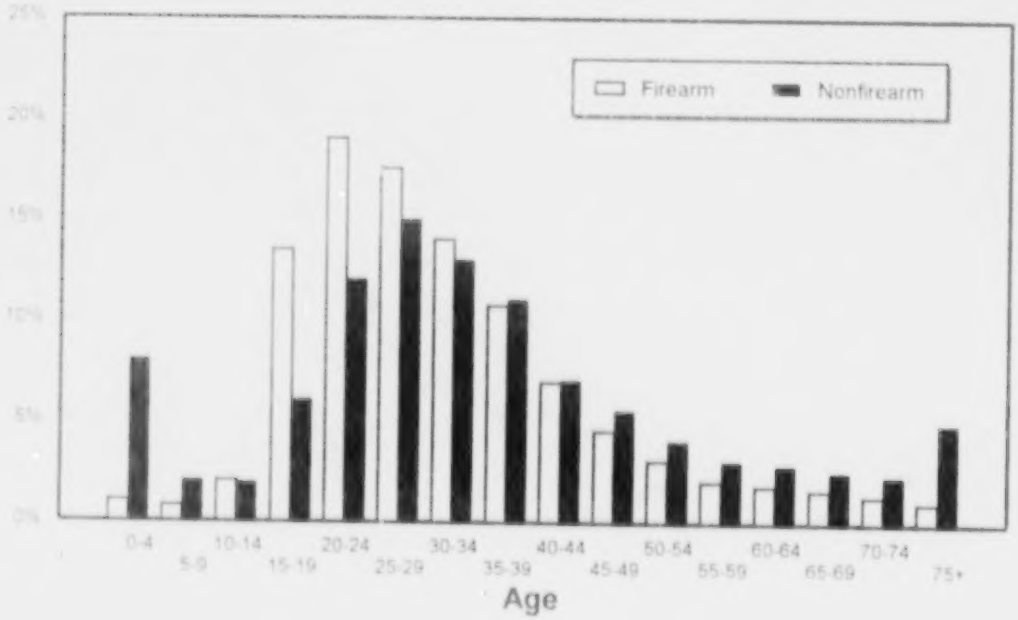
In Lesson 4 you learned how statistical information can help us understand the seriousness of the problem of violence. In addition to the statistics the national experts had sent Mr. Sampson, he also had received graphs and charts that provided visual presentations of information. These graphs and charts gave him additional facts to consider.

Information, ideas, and community viewpoints about people's attitudes and feelings often appear in the opinion pages of newspapers. Sometimes they are represented in editorial cartoons. The national experts had sent Mr. Sampson some examples of these editorial cartoons. Signs and slogans also present views about community problems such as violence.

The following graphs, charts, editorial cartoons, and signs were among those received by Mr. Sampson. They helped Mr. Sampson understand the seriousness of violence in the nation and in our schools. Read the graphs, charts, editorial cartoons, and signs and answer the questions that accompany them.

Analyzing Charts and Graphs

What does the following graph tell you about persons most likely to be victims of homicide? Review the information presented on the graph and answer the questions that follow.



Age distribution for homicide victims at five-year intervals
SOURCE: Adapted from Federal Bureau of Investigation (1989)

1. What does the graph tell you about the age of people most likely to be victims of homicide?
2. Why do you suppose people between the age of 15 and 34 are more likely to be killed by firearms than by other means?
3. Why do you suppose very young people and people more than 75 years of age are likely to be killed by means other than firearms?
4. What other important information appears on the graph?

In addition to the information presented on the graph, what questions does the graph raise about homicide victims? How would you gather information to answer your questions?

Sample question: Is the homicide rate different for women than men?

Possible sources of information: Ask local police officials.

Question:

Possible sources of information:

Question:

Possible sources of information:

Using Graphs and Illustrated Charts to Develop a Generalization

A **generalization** is a statement or tentative conclusion developed by considering available facts or pieces of information.

Generalizations help us to understand information. Look at the chart labeled "Drugs, Schools, and Student Fears." Read the sample generalization below on the relationship between students' fears and the availability of drugs in their school. Then look at the graph and illustrations on the following three pages and try to develop a generalization.

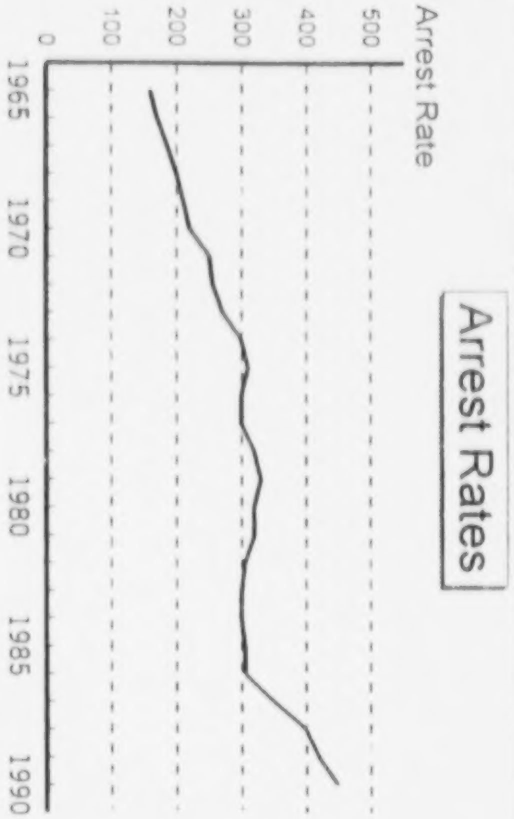
DRUGS, SCHOOLS, AND STUDENT FEARS

	Percent of students ever fearing an attack	
Drugs	At school	Going to and from school
Available	25%	16%
Not available	13%	10%

Data source: Bureau of Justice Statistics, School Crime: A National Crime Victimization Survey Report, 1991.

Sample generalization: Students in schools where drugs are available tend to fear attacks at school more than students in schools where drugs are not available.

What generalization can you make based on the information presented on the following charts or graphs?



Arrest Rate = Arrests per 100,000 youth age 10-17

Note: Violent Crime Index offenses include murder, forcible rape, robbery and aggravated assault.

Data Source: FBI, Age specific and race-specific arrest rates for selected offenses 1965- 1988,1990, and unpublished 1989- 1991 arrest data.

Generalization: ______________________________

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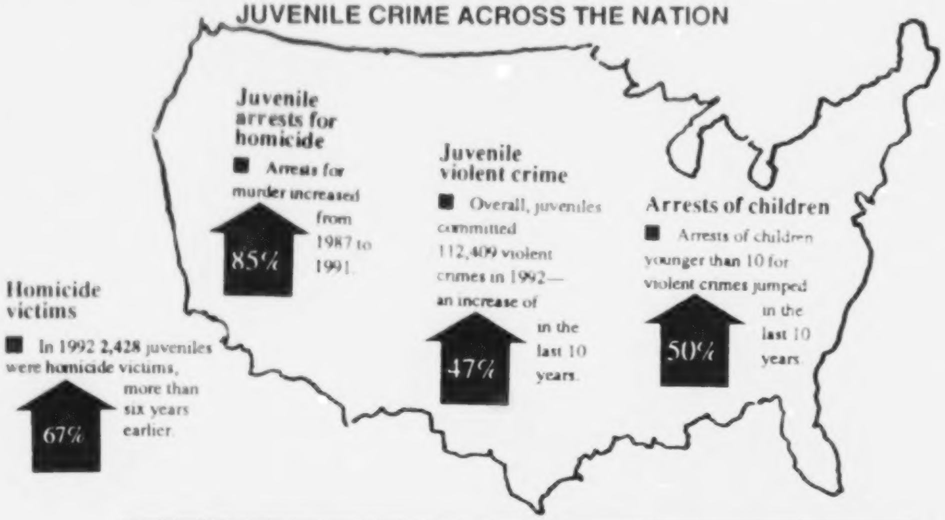
Sometimes illustrations help to explain the information and statistics presented in a graph. Percentages shown in the illustration can give you important information that you did not have before.

Nationwide, juvenile arrests for violent crime have been climbing steadily during the last six years, as have victimization rates. (A juvenile is defined here as any person under the age of 18.) Locally, there has been more year-to-year fluctuation during that period. But the tale is the same: A large number of juveniles are perpetuating violence and falling victim to it. The 1993 local figures, which are not complete, are for the year through the third quarter and into the fourth quarter.



JUVENILE CRIME ACROSS THE NATION

Homicide victims

- In 1992 2,428 juveniles were homicide victims, more than six years earlier.

Juvenile arrests for homicide

- Arrests for murder increased from 1987 to 1991.

Juvenile violent crime

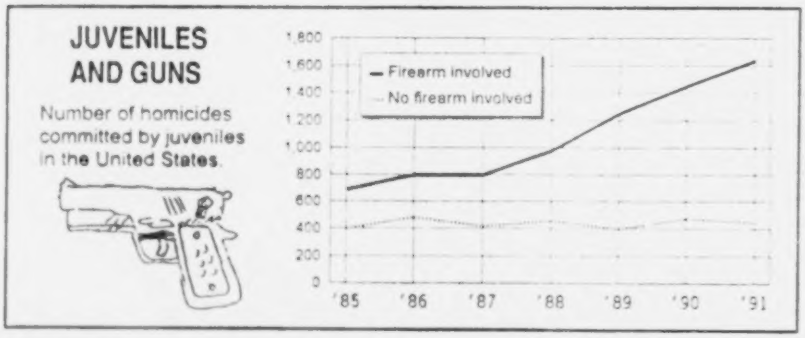
- Overall, juveniles committed 112,409 violent crimes in 1992—an increase of in the last 10 years.

Arrests of children

- Arrests of children younger than 10 for violent crimes jumped in the last 10 years.

JUVENILES AND GUNS

Number of homicides committed by juveniles in the United States.



Compiled by The Washington Post Staff. © 1994 *The Washington Post*. Reprinted with permission.

Generalization: ______________________________

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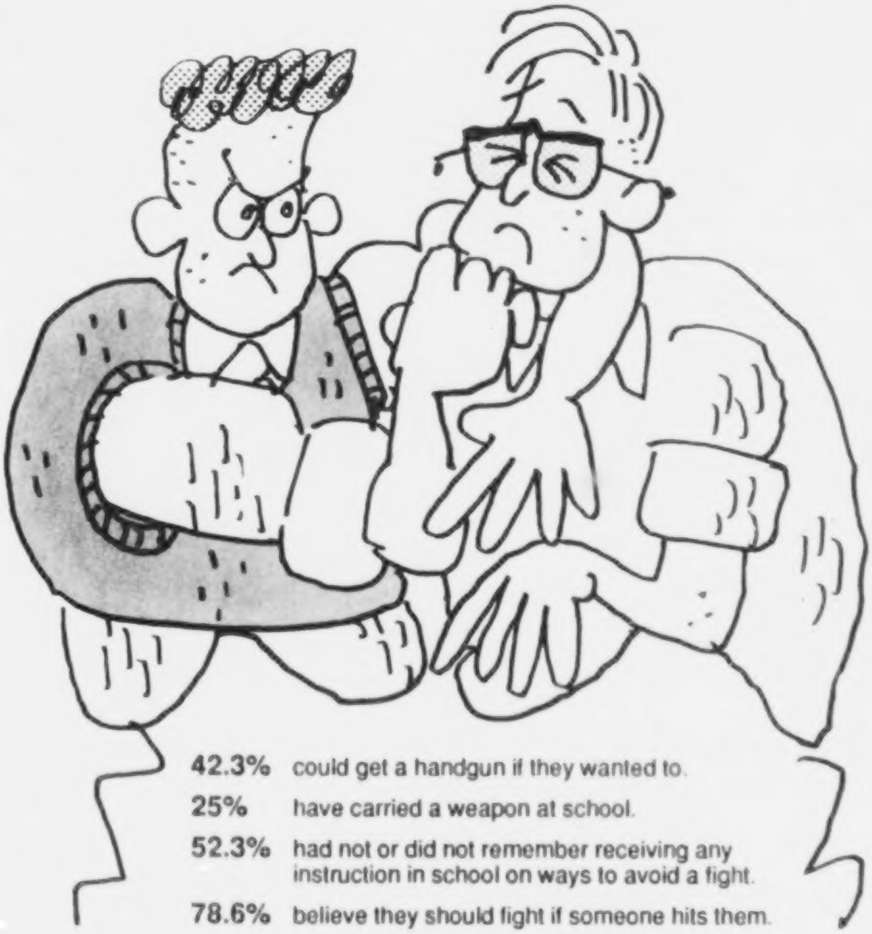
Students and Violence



42.3%	could get a handgun if they wanted to.
25%	have carried a weapon at school.
52.3%	had not or did not remember receiving any instruction in school on ways to avoid a fight.
78.6%	believe they should fight if someone hits them.
77.5%	believe not passing on information that could cause a fight is the most effective way to avoid fighting.

Adapted from:
National School Safety Center © 1990 – *NEWSJOURNAL*, FALL 1990

Generalization: ______________________________

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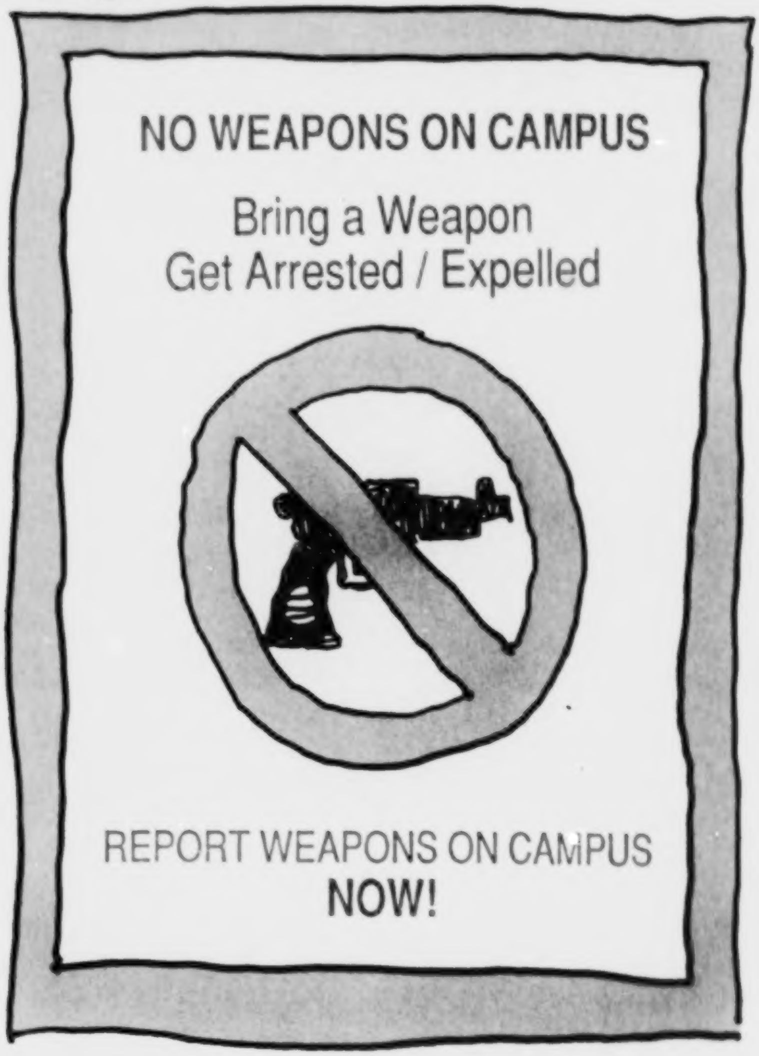
Using Posters and Signs to Make Inferences

An **inference** is a statement that implies or suggests a conclusion based on limited and incomplete information.

Signs are sometimes used to present a message about a certain topic. What inference can you make from this sign?

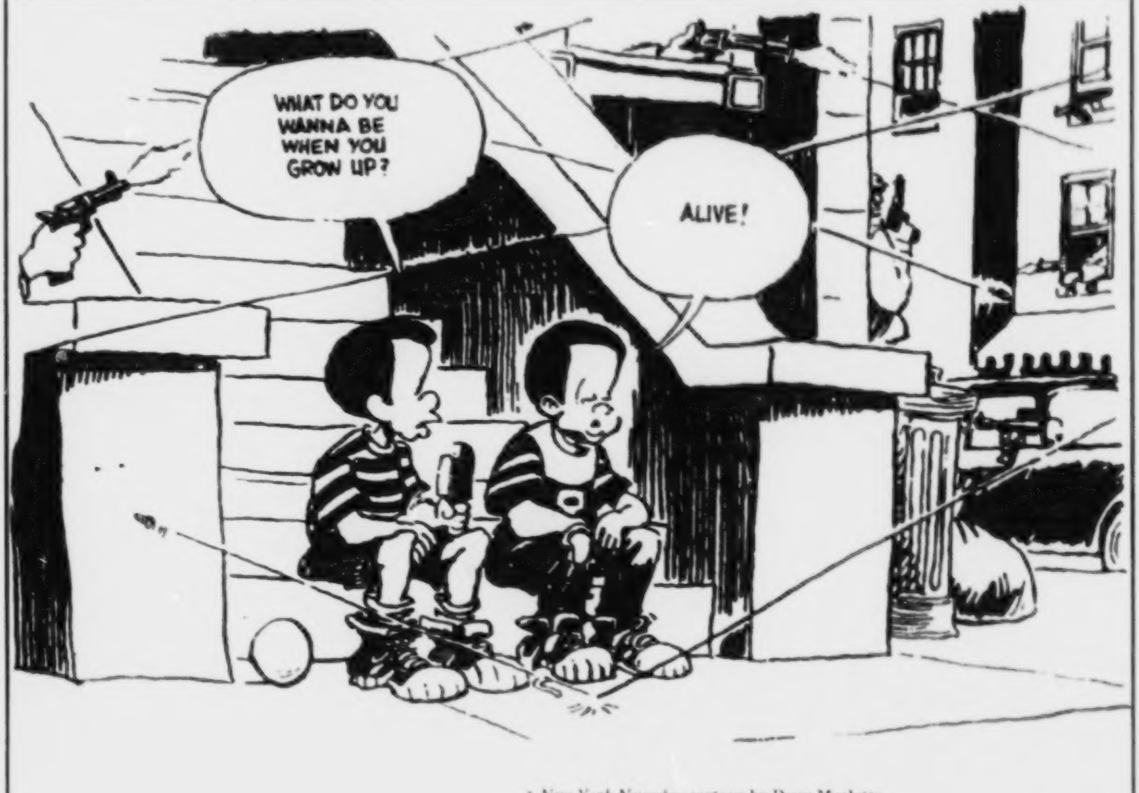

NO WEAPONS ON CAMPUS
Bring a Weapon
Get Arrested / Expelled
REPORT WEAPONS ON CAMPUS
NOW!

Inference:

Identifying Main Ideas

The **main idea** is a statement that shows the central point of something. It could be the main idea of a book, a movie, a problem, a situation, a cartoon, a solution, etc.

Some cartoons show exaggerated situations to make a point. You often will find these on the editorial and opinion pages of newspapers. A **caption** or title helps readers to identify the main idea of an editorial cartoon. Write a caption or title for the cartoon shown below.


WHAT DO YOU WANNA BE WHEN YOU GROW UP?
ALIVE!

A *New York Newsday* cartoon by Doug Marlette.
Reprinted by permission N.Y. Newsday, Inc. © 1989

Caption: ______________________________

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Newspapers often present a main idea in the lead paragraph of a story or in a headline.

Pretend you are a newspaper reporter for your local community newspaper. Your editor asks you to review recent facts about the increase in violence in our nation and in our schools. Write a headline for tomorrow's newspaper. Review the statistics and information presented in Lessons 3, 4, and 5. Then write a five to eight word headline that reflects the one fact that you believe is most important.

Headline:

What do you think?

Write your answers in the spaces below or on a separate piece of paper.

1. **What did you learn from the graphs and illustrated charts, about the problem of violence in schools?**

2. **What generalization could you make about violence in schools from the information in this lesson or from your own research?**

3. **What inferences could you make about violence in schools from the information in this lesson?**

4. **What examples of violence have you heard about in your community or school or seen on television that are similar to those shown on the graphs, charts, and editorial cartoon?**

Reviewing and Using the Lesson

1. Find a graph or chart that provides additional information about the problem of violence. What is the most important information provided by the graph or chart?
2. Draw a cartoon that presents information, ideas, or a viewpoint about the problem of violence. Write a caption or title to point out the main idea of your cartoon.
3. Develop a sign or poster that presents your view about the problems of violence in our nation, in schools, or both.
4. Write a letter to the editor of your local newspaper telling what you have learned and what you think about the problem of violence in our nation and our schools.

6

How can we find solutions to the problems of school violence?

How might mentoring and tutoring programs help prevent violence at Madison Middle School?

Mr. Sampson's research indicated that his school had a problem with violence. There was a trend showing an increase in the number of fights, thefts, and weapons brought to school that year compared to previous years. He decided to learn more about what other schools were doing to decrease and prevent violence. He wrote to two departments of the United States government working on school crime: the Department of Education and the Department of Justice. They suggested the following types of programs and actions:

1. Have parents form a community-action task force to prevent violence from occurring in the neighborhoods in which the school is located.

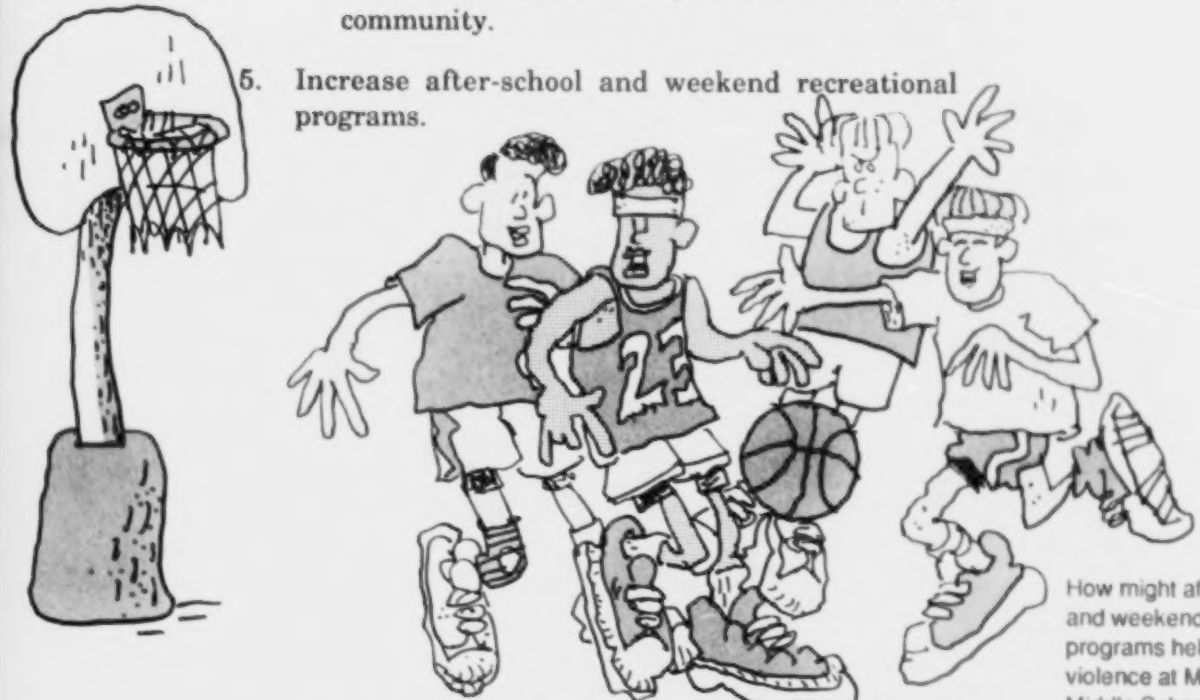
2. Use metal detectors on a random basis to search students for weapons.

3. Provide instruction in **conflict-management** and **anger-control** programs as part of the regular school curriculum. A conflict-management program is a prearranged set of procedures designed to reduce or eliminate conflict when it occurs. An anger-control program teaches students alternate ways to get rid of or handle their hostility.

4. Introduce mentoring and tutoring programs for youths who are at risk of failing in school, using drugs, turning to violence, or displaying other negative behavior.

   - **At-risk** students are those who are frequently absent from school without good reason, have many discipline problems, and may have been in trouble with the police.
   - **Mentoring** programs pair older youths and adults for one-on-one assistance with students. Mentoring may include keeping in touch with the family and teachers, checking school attendance, and helping with school work.
   - **Tutoring** programs provide volunteers to help students with school work. Volunteers may be older students, teachers, or adults from the community.

5. Increase after-school and weekend recreational programs.



How might after-school and weekend recreational programs help prevent violence at Madison Middle School?

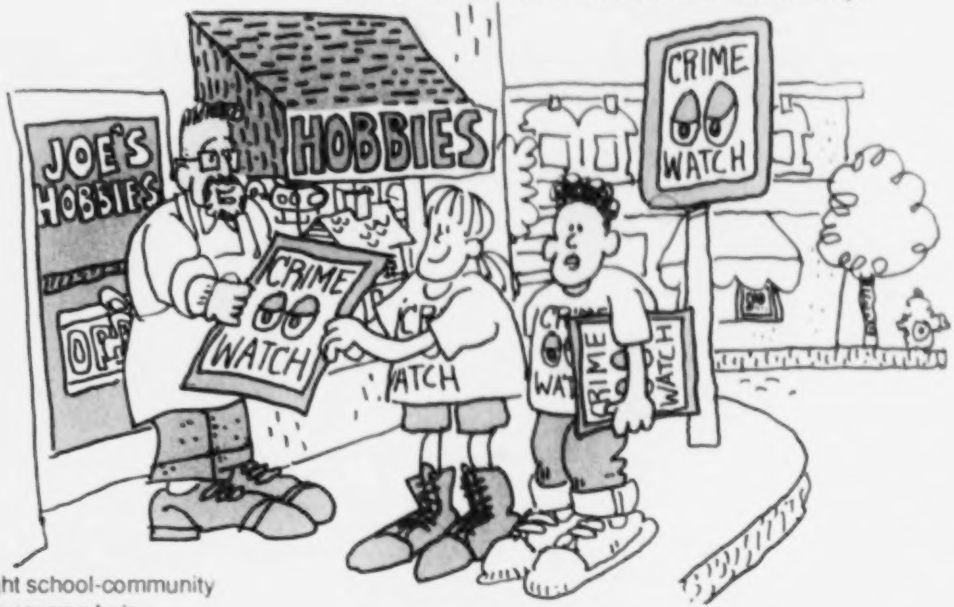
6. Develop a school **crisis-management** plan. A crisis-management plan is a prearranged set of procedures that can be set in motion when a dangerous or difficult event occurs. The plan could include better campus security such as the use of security guards, fencing, and special training for

teachers and administrators. It also might require the establishment of student programs such as Youth Crime Watch, student patrols, peer mediation, teen court, etc.

7. Adopt stricter school rules and punishment for alcohol use, fighting, and theft at school and school events.

8. Establish a school-community committee to improve the school's learning and social environment.

9. Develop a **school-community service program** to address violence problems at school and in the community. A school-community service program provides a needed service through the cooperative effects of both the school and community.



How might school-community service programs help prevent violence at Madison Middle School?

Mr. Sampson formed a committee of students, parents, teachers, school support staff, and community members to consider some solutions to Madison's problems of school violence.

Imagine that you were selected as a representative to the committee. Consider each of the following proposals for decreasing violence. Indicate whether or not you would support each recommendation and why you made this decision.

Proposals for Decreasing Violence

1. Adopt stricter school rules and punishment for alcohol use, fighting, and theft at school and school events.
   Would support_____ Would not support_____

Reason for your decision:

2. Use metal detectors to randomly search students for weapons.
   Would support_____ Would not support_____

Reason for your decision:

3. Provide instruction in conflict-management and anger-control programs as part of the regular school curriculum.
   Would support_____ Would not support_____

Reason for your decision:

4. Conduct mentoring and tutoring programs for students, but especially for at-risk students.
   Would support_____ Would not support_____

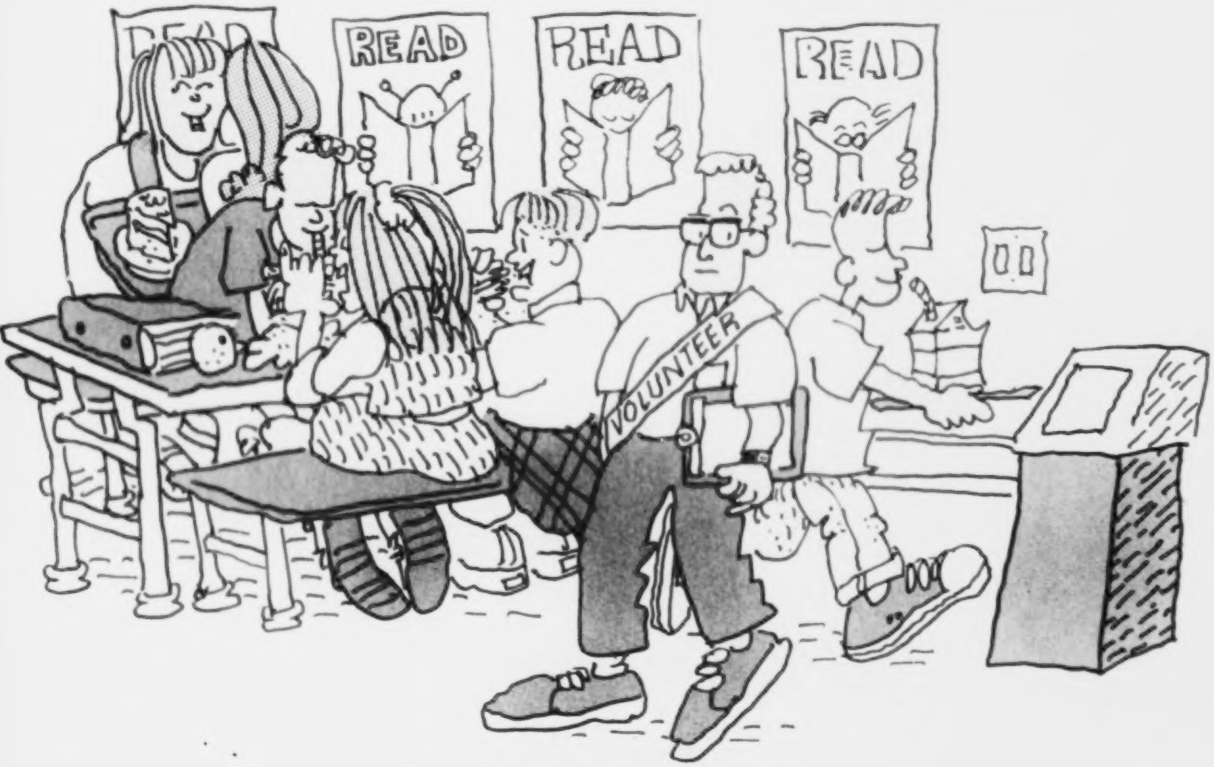
Reason for your decision:

5. Increase after-school and weekend recreational programs.
Would support_____ Would not support_____

Reason for your decision:

6. Develop a school crisis-management plan that includes better campus security, such as the use of security guards, fencing, and special training for teachers, administrators, and parent volunteers.
Would support_____ Would not support_____

Reason for your decision:



How might parent or community volunteers help prevent violence at Madison Middle School?

Learning More About Ways to Peacefully Resolve Conflicts

Mr. Sampson and his committee looked at ways to peacefully resolve conflicts at Madison Middle School. The committee found that there were at least two ways of dealing with conflict resolution.

One way was to teach students to control anger and to maintain better social relationships with other people. The committee decided that this type of program would be best taught by teachers and counselors. They recommended introducing a unit in social studies, health, or advisement periods, and requiring all students at Madison Middle School to participate.

Another method is called **peer mediation**. **Mediation** is a process that helps to settle or reconcile differences between two or more persons by the intervention of a peacemaker. A peer mediator is a person of about the same age as the disputing parties. The mediator does not take sides. He or she assists the disputing parties to arrive at a peaceful settlement or compromise through discussion and mutual agreement.

After discussion, the committee agreed that if people can teach one another how to work out their differences in nonviolent ways, they can significantly reduce school violence. The students on the committee decided that they would like to become more actively involved in resolving conflicts at Madison Middle School.

Some members of the committee enrolled in a special after-school program to learn more about conflict and conflict management.

Madison Middle School Explores Peer Mediation

The students at Madison Middle School learned that it is possible to break a pattern of violence in response to conflict. They learned that it is possible to defuse or de-escalate a conflict situation by using a third person. The third party can be an adult or another student. Peer mediators have been very successful in settling conflicts.

Mediators can be successful if disputing parties meet each of the following four requirements:

1. The people involved in the dispute want to have a positive and peaceful solution.
2. The people involved in the dispute are willing to permit a third party to assist them in arriving at a solution.
3. The people involved in the dispute are willing to focus on the specific current problem and not other issues or past problems.
4. The people involved in the dispute are willing to carry out the solution they agree on.

In a school conflict-mediation program the two people in a potential or real conflict must agree to these four main requirements for resolving a conflict. They can then choose a trained conflict mediator from among those available in the school conflict-mediation program. Conflict-mediation sessions are held before or after school. If the student mediator cannot help both parties to reach an agreement, the problem can be referred to an adult mediator for further attempts to resolve the conflict peacefully.

Steps in a Typical Mediation Session

Mr. Sampson had asked Ms. Martinez, the school counselor, to attend a mediation training course at a nearby college. Ms. Martinez attended the next committee meeting of students, parents, teachers, and community members who were making recommendations to solve the violence problem at Madison Middle School. She outlined the steps in a typical mediation session:

Step 1. Introduction

The mediator sets the parties at ease, reminds the parties of their agreement to follow the four basic requirements, and explains the ground rules. The mediator's role is not to make a decision, but to help both parties reach a mutual agreement. The mediator explains that he or she will not take sides.

Step 2. Telling the story

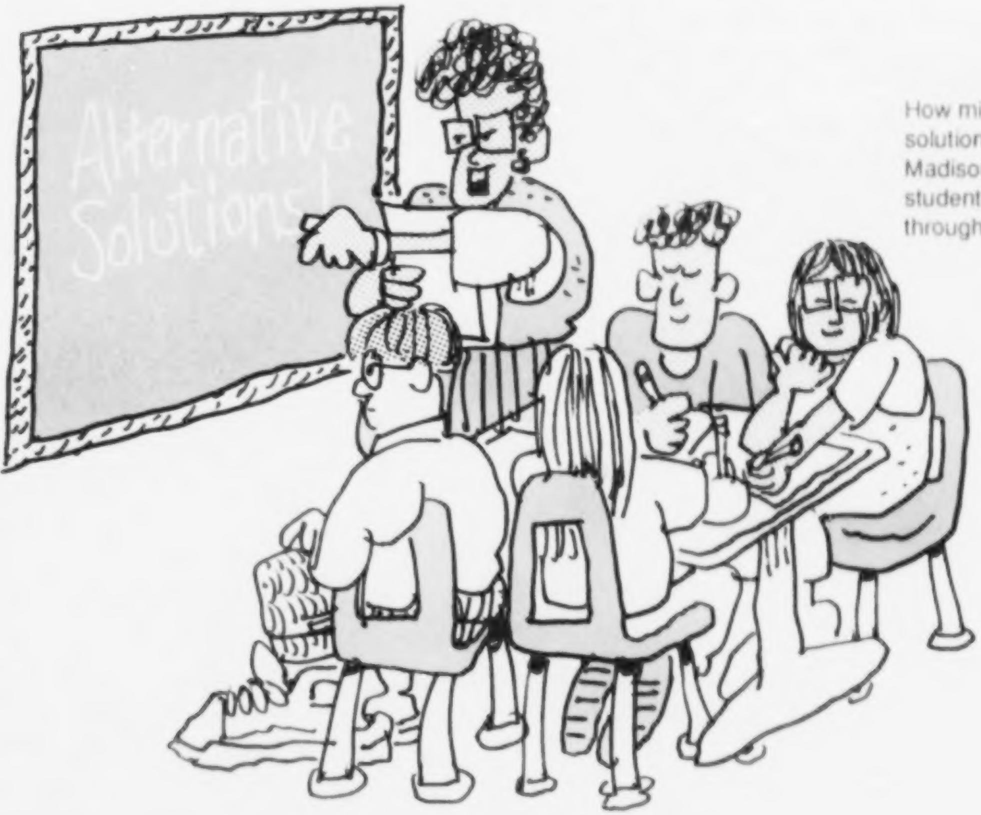
Each party tells what happened. The person bringing the complaint tells her or his side of the story first. No interruptions are allowed. The other party then explains her or his side of the story.

Step 3. Identifying facts and issues

The mediator attempts to identify facts and issues that both parties agree on. This is done by listening to each side, summarizing each party's views, and asking if these are the facts and issues as each party understands them.

Step 4. Identifying alternative solutions

All parties think of possible solutions to the problem. The mediator makes a list and asks each party to explain her or his feelings about each possible solution.

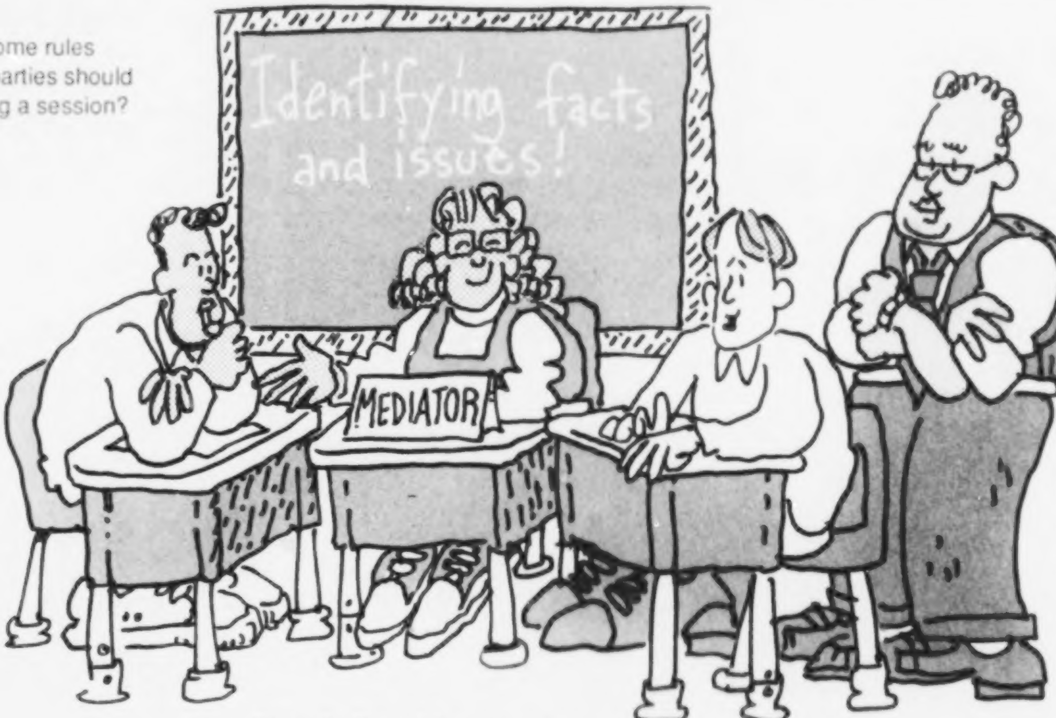

Alternative Solutions!

How might exploring alternative solutions to a dispute help Madison Middle School students reach an agreement through mediation?

Step 5. Revising and discussing solutions

The mediator helps the parties review and revise possible solutions and helps them identify a solution that both parties can agree on.

What are some rules mediating parties should follow during a session?



Step 6. Reaching agreement

The mediator helps the parties to reach an agreement that both can live with. The agreement should be written down. The parties also should discuss what will happen if either of them breaks the agreement.

A Student Mediation Session Tryout

Mr. Sampson, Ms. Martinez, and the committee decided to see how a mediation session might work. Mr. Sampson told about a typical conflict between two students:

> **Mike and Jon, two students at Jefferson Middle School, had been involved for several weeks in a dispute about Nicole. Threats, name calling, and glaring looks by both boys had occurred during this time. Mike's friends told him that Jon and his friends were going to "jump him" at lunch. Mike, fearing for his safety, went to Ms. Lopez, the**

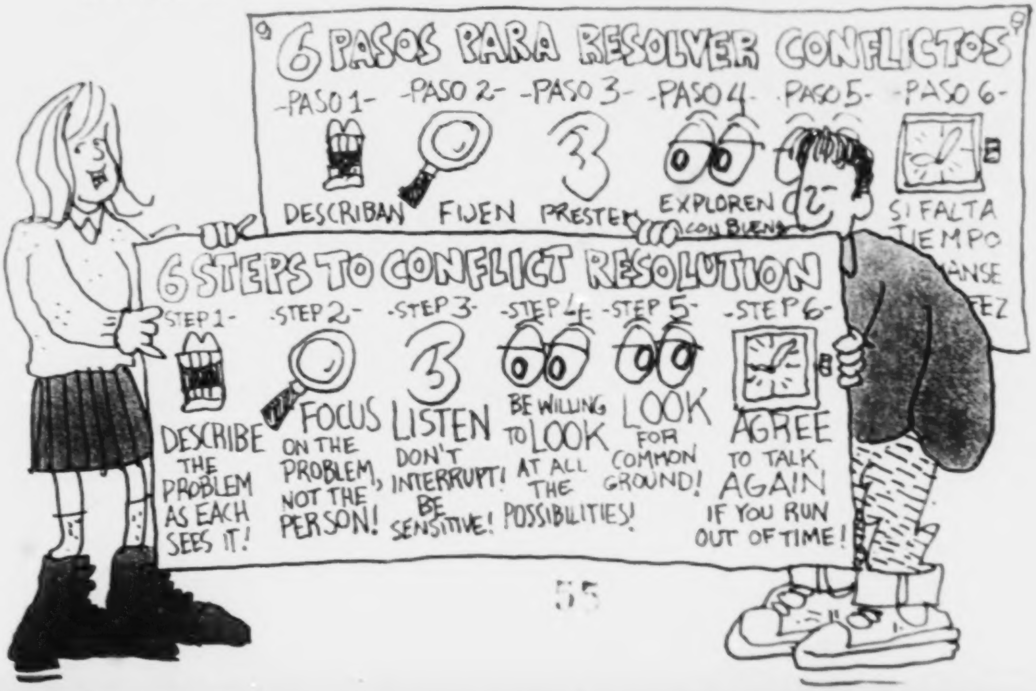
principal, and told her what he had heard. Ms. Lopez called Jon to her office. After talking with him she determined that he had not made this threat. Jon left the principal's office angry. When he saw Mike in the hall, he called Mike "out" and said he would meet him after school. Several students went to Ms. Lopez and told her that Jon and Mike were going to fight after school. Ms. Lopez called both boys into her office and asked if they wanted to resolve their conflict peacefully. Both Jon and Mike said yes and agreed to participate in a student-led mediation session. Ms. Lopez agreed to arrange for the session.

Mr. Sampson asked each member of the committee to assume one of the following roles in the mediation session: Mediator, Mike, and Jon.

After the committee role-played the mediation session, they decided to explore the topic again at their next meeting. They also wanted to look into other types of conflict-resolution programs.

In the meantime, the committee agreed to develop a poster to display in each classroom. The poster would help everyone begin to see that certain steps can lead to peaceful solutions to conflicts. Juan and Susan said they would bring a poster for the committee to consider at its next meeting

How might translating Juan and Susan's poster into another language be useful in helping people learn ways to resolve conflict peaceably?


6 PASOS PARA RESOLVER CONFLICTOS
-PASO 1-
-PASO 2-
-PASO 3-
-PASO 4-
-PASO 5-
-PASO 6-
DESCRIBAN
FIJEN
PRESTEN
EXPLOREN
CON BUENA
SI FALTA
TIEMPO
...ANSE
...EZ
6 STEPS TO CONFLICT RESOLUTION
-STEP 1-
-STEP 2-
-STEP 3-
-STEP 4-
-STEP 5-
-STEP 6-
DESCRIBE THE PROBLEM AS EACH SEES IT!
FOCUS ON THE PROBLEM, NOT THE PERSON!
LISTEN DON'T INTERRUPT! BE SENSITIVE!
BE WILLING TO LOOK AT ALL THE POSSIBILITIES!
LOOK FOR COMMON GROUND!
AGREE TO TALK AGAIN IF YOU RUN OUT OF TIME!

Reviewing and Using the Lesson

1. What have you learned about solutions to school violence?
2. Which solution do you think has the best chance of success in reducing school violence? Why?
3. How would you describe a conflict-mediation program to someone unfamiliar with it?
4. Would you be willing to be a peer mediator at your school? What are the opportunities for and challenges of starting a peer-mediation program at your school?
5. Work with a partner to develop a poster like the one Juan and Susan developed. What kinds of illustrations would help everyone in your school learn the steps for the peaceful solution of conflict situations?

7

What makes a good rule?

If acts of violence at Madison were to be reduced, Mr. Sampson knew he must address school rules related to discipline. He knew that the Madison Student Code of Conduct needed a lot of revision. Mr. Sampson also knew he must get help to reduce criminal acts such as thefts and weapons possession at school or at school events. He decided to meet with a group of students, parents, community members including police officers, and representatives from the school district office. The task for the group would be to revise the Madison Student Code of Conduct and recommend policies for dealing with criminal acts.

What ideas are useful in making good rules?

Mr. Sampson decided that a set of criteria for determining a good rule would be needed to revise the Madison Student Code of Conduct and recommend policies. He presented a series of situations and rules for the committee to evaluate. He asked the committee to determine if they were good rules, and if not, why not. He hoped that this activity would develop a procedure for the committee and for himself to make effective and fair rules.

How can you evaluate a rule?

For each of the rules in the section, "Situations and Rules for Evaluation," answer the questions below. Then fill in the chart on page 55. Be prepared to share your answers with the class.

1. What rule did the person or group make?
2. Why did the person or group think a rule was necessary?
3. Aside from making a rule, what might be some other ways to deal with the problem?
4. What are some things that might happen because of this rule?
5. What are the strengths and weaknesses of the rule? Is the rule
    - fair?
    - easy to understand?
    - well designed to achieve its purpose?
    - clear as to what is expected?
    - designed so that it does not interfere unnecessarily with other values such as due process, privacy, or freedom?
    - possible to follow?
6. Would you keep this rule as it is, change it, or do away with it? Why?

Situations and Rules for Evaluation

1. Mrs. Williams, a middle-school principal, was upset because some students in her school had been fighting during lunch period. She made the following rule: "Students caught fighting on the school campus will have to spend every lunch period and two hours after school in a detention room until they graduate from senior high school."

I will not fight
I will not fight
I will not

What information might be helpful in deciding whether the rules at Madison Middle School are effective and fair?

2. Mr. Rodriguez, a middle-school teacher, was very concerned about students coming to his class wearing gang colors and gang clothing. Therefore, he made this announcement: "Students coming to my class attired in apparel appropriate only for street cliques and coteries will be instantaneously dispatched to the principal's domain."

3. There were many problems of violence in the country, so the President proposed this law: "All people must behave themselves and do the correct thing about violence."

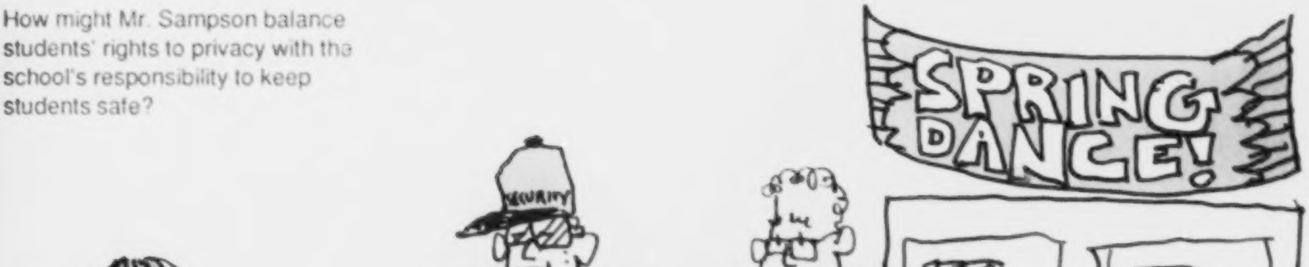
4. Dr. Lee, the superintendent of schools, was concerned about the violence problem in his district. Therefore, he made the following rule: "Any student suspected of bringing a weapon onto a school campus will be immediately sent to juvenile detention center until age 18."

5. The governor of the state was concerned about the problem of violence on school campuses and proposed this law: "Anyone caught assaulting a teacher or another student will be stabbed and then shot."

6. To prevent the problem of violence and theft at a local middle school, the city council passed an ordinance: "It will be against the law for middle-school students to ride to school on bicycles."

7. To help control the possession of weapons at school events, the student council made a student body rule: "Every boy will have to empty his pockets before he can enter a school dance."

How might Mr. Sampson balance students' rights to privacy with the school's responsibility to keep students safe?



WHAT MAKES A GOOD RULE?		
Rule	Weakness	A good rule should
1		
2		
3		
4		
5		
6		
7		

Reviewing and Using the Lesson

1. Use the list of ideas for making good rules that you wrote on your chart to evaluate the rules in your school's student code of conduct. Are those rules clear? Consistent? Do they provide for due process? Are they fair?
2. How can making, examining, and revising school rules help prevent violence in schools?
3. What types of behavior should be promoted that require no rules or laws?

8

What should you consider in creating a plan to prevent violence at Madison Middle School?

In the last lesson you learned what makes a good rule and the importance of good rules. The next step, Mr. Sampson decided, would be to get the support of the whole school. He decided that solutions to the problem of violence at Madison Middle School would have to be the joint responsibility of administrators, teachers, staff members, students, parents, and the community, including police officers.

Mr. Sampson made a list of some school responsibilities that he thought would help prevent violence.

The School's Responsibilities

A safe school is one that has "a disciplined learning environment free of drugs and violence." A safe school also ensures the well-being of all those using school facilities including staff, teachers, and visitors. It is the school administrators' and teachers' responsibility to see that the school is a place where all students have an opportunity to learn in a safe environment. This means an environment where everyone is free from fear of harm or injury to

themselves or their property. The following are some responsibilities schools often try to fulfill to provide a good environment for student learning:

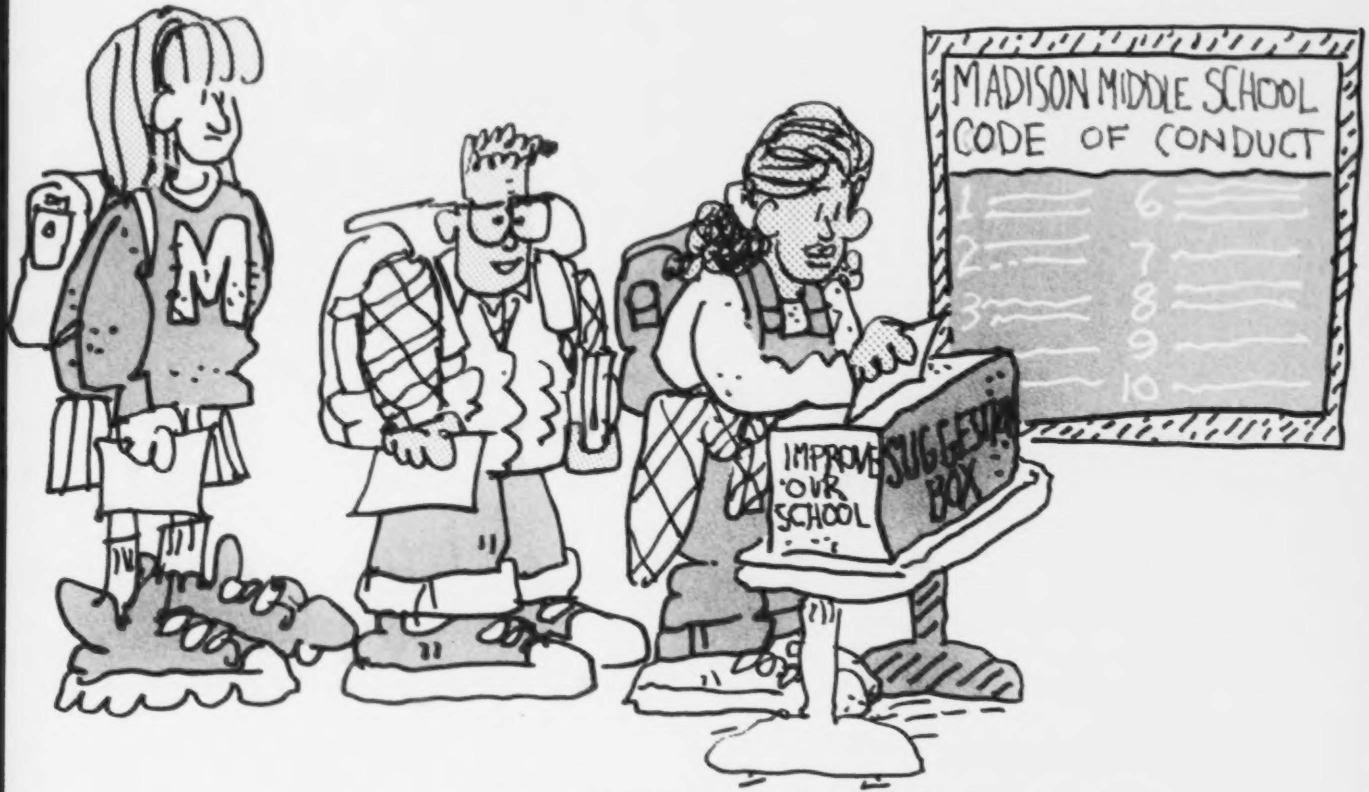
What are some of the advantages of a safe and disciplined learning environment?

1. **Fair and reasonable rules**. The school is responsible for establishing fair and reasonable rules that all people on campus, students and adults alike, are responsible for following. These rules should be designed to
   - provide order, security, and an environment that promotes learning
   - protect the equal opportunity of all students to learn
   - prevent unfair discrimination against students
   - establish fair ways to deal with conflicts over the rules
   - establish fair ways to deal with people accused of violating rules
   - provide reasonable and fair ways to discipline students who violate rules

2. **Fair administration of rules and laws.** Teachers and administrators are responsible for carrying out school rules and laws in order to govern their school in a fair and reasonable manner. For example, all students should

   - understand the rules and laws that they are required to obey and the reasons for them
   - have an opportunity to voice their opinions about the rules and laws
   - have an opportunity to assist in making rules when it is reasonable and lawful for them to do so
   - be required to obey the rules and laws

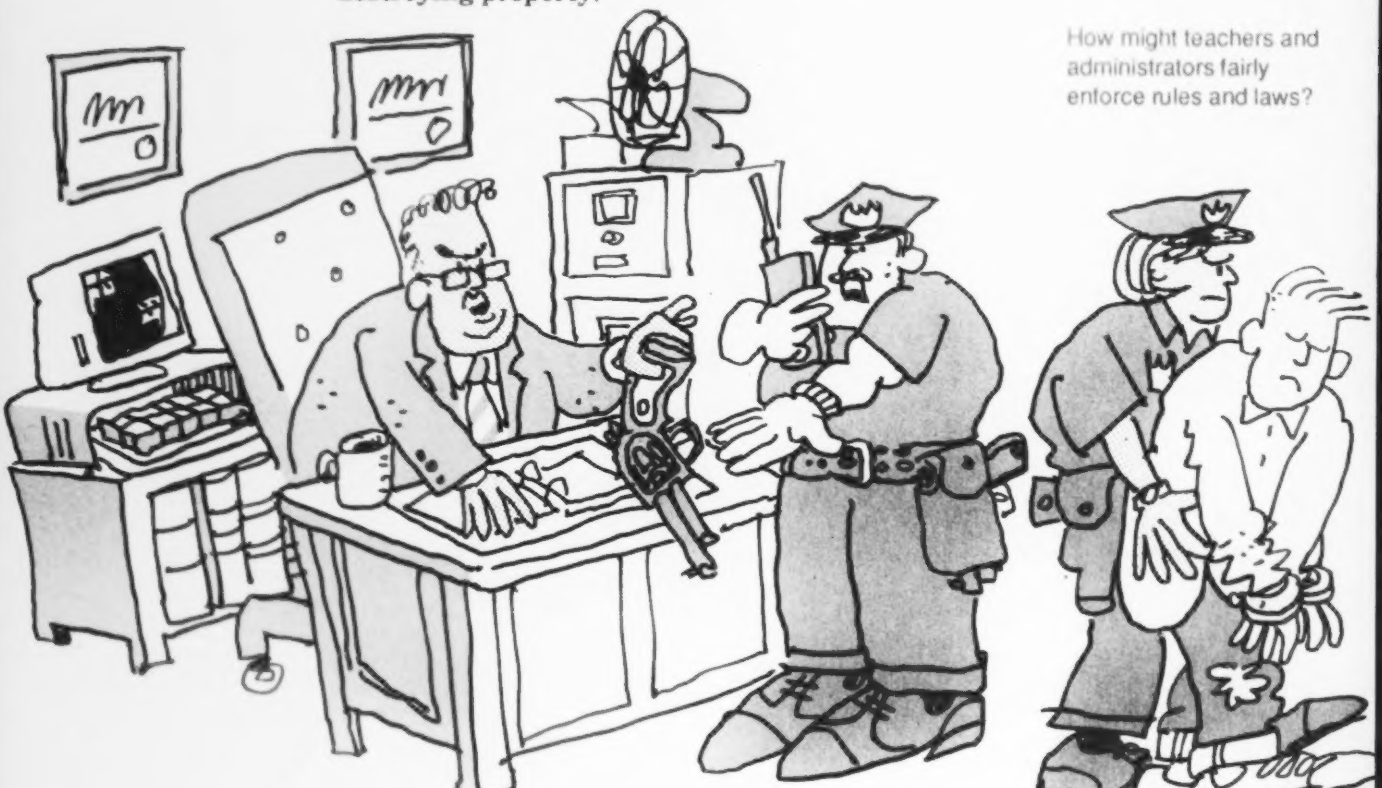
How might giving students an opportunity to make suggestions about rules make the school a better place?



3. **Fair enforcement of rules and laws.** Schools are responsible for enforcing rules and laws in a fair and reasonable manner. Teachers and administrators

are responsible for enforcing rules and laws against fighting and the use of weapons by

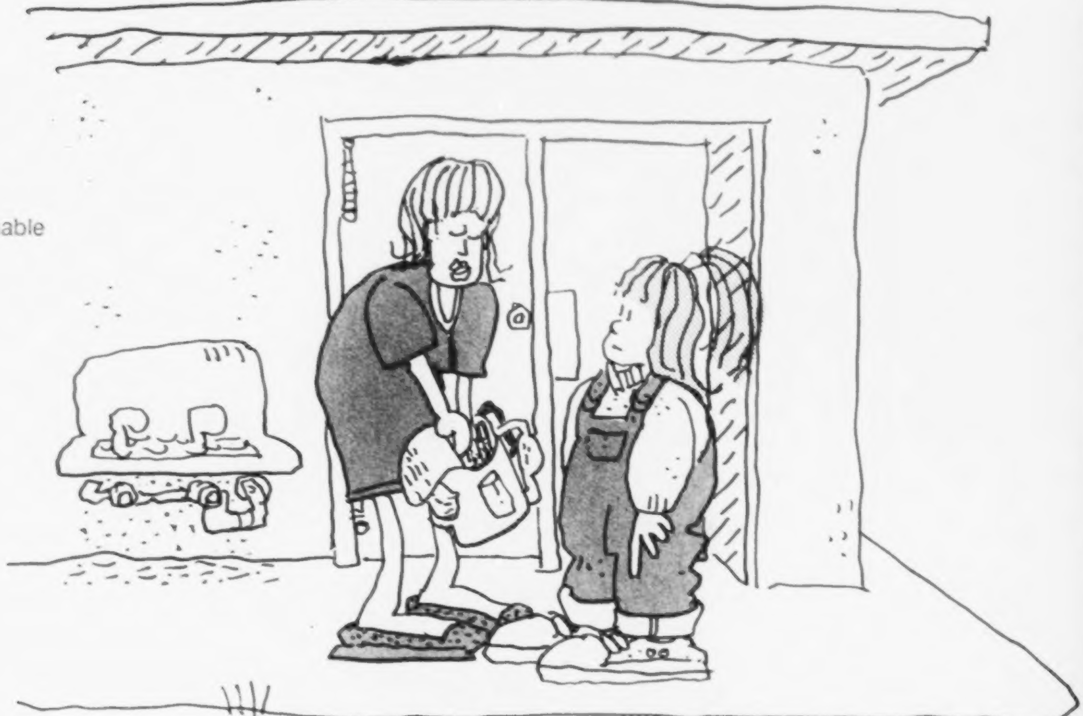
- discovering students who are breaking the law. They are responsible for finding students who bring weapons to school and who commit acts of violence on or near school grounds. For example,
    - disciplining students who break school rules
    - reporting students who break the law to local law-enforcement agencies
- confiscating weapons. Schools are responsible for taking away any weapons that students bring to school and for giving those weapons to local law enforcement agencies.
- disciplining students. Schools are responsible for taking disciplinary action against students found guilty of possessing a weapon, committing acts of violence, or taking, damaging, or destroying property.



How might teachers and administrators fairly enforce rules and laws?

4. **Fair management of conflicts over the rules.** Teachers and administrators are responsible for using fair procedures when managing conflicts over rules and laws. They also are responsible for dealing fairly with students accused of breaking them. Students suspected or accused of breaking rules or laws are entitled to

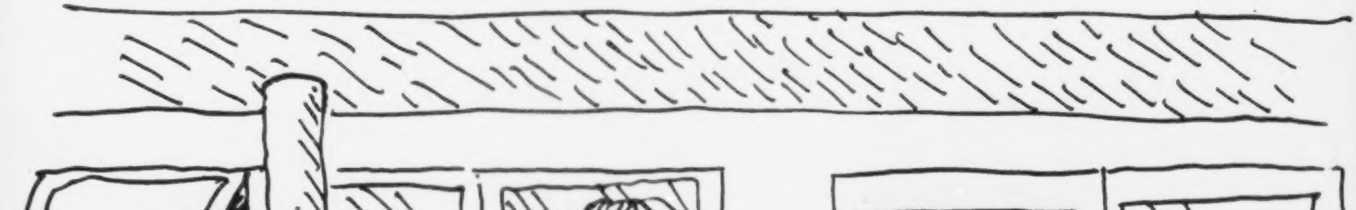
   - fair procedures in the way information is gathered and decisions are made. For example, they should be
     - protected from having their identity revealed if they report violent, or potentially violent, incidents
     - protected from being searched or having their property searched without good reason



What might be a reasonable cause for searching someone in school?

     - informed of the charges against them
     - given an opportunity to answer the charges against them and to tell their side of the story
     - allowed to have other people speak and give evidence on their behalf
     - judged in a fair and impartial manner

5. **Fair treatment of students found guilty of breaking rules.** Teachers and administrators are responsible for dealing reasonably and fairly with students who break rules. Their actions should be designed to
    - set things right when a wrong or injury has occurred
    - prevent students responsible for harming others from doing so again
    - discourage other students from similar behavior
6. **Maintaining a safe campus.** The school is responsible for providing campus security to
    - protect students from other students
    - keep uninvited visitors and troublemakers off campus

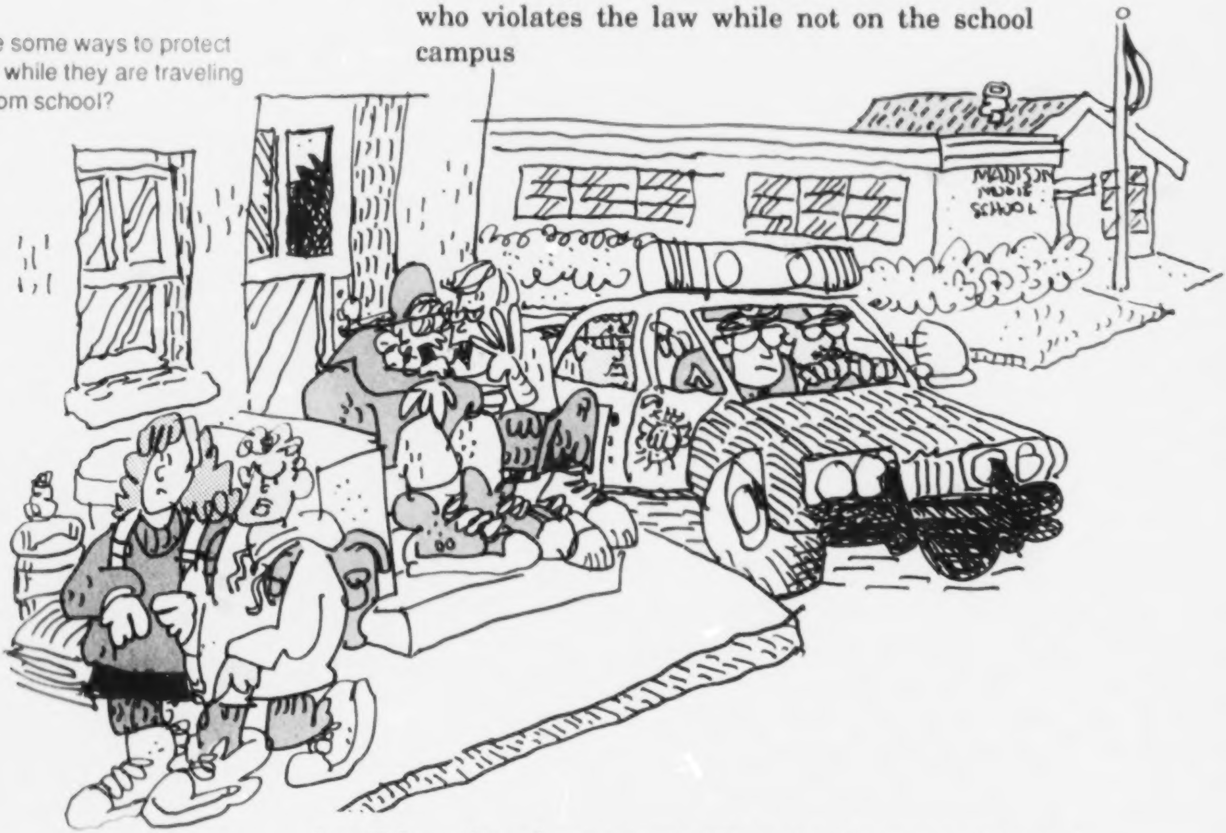

VISITORS MUST REPORT TO THE OFFICE!

How might Madison Middle School students be protected from uninvited visitors?

7. **Community protection.** The school is responsible for helping to protect and promote the welfare and safety of the community where the school is located by

   - monitoring the behavior of students while on the campus
   - reporting to parents and law-enforcement agencies any student they know of or hear about who violates the law while not on the school campus

What are some ways to protect students while they are traveling to and from school?



8. **Educational programs.** The school is responsible for providing programs to help students and their parents discover ways of resolving conflicts without resorting to violence. They are also responsible for having crisis-management plans in case problems occur. Such plans may include

   - informing authorities
   - counselling students and parents
   - involving community public-service agencies

Evaluating Solutions for Helping the School Fulfill Its Responsibilities

Mr. Sampson gave his list of school responsibilities to a group of students and asked for their help. He asked them to suggest ways that Madison Middle School might fulfill each responsibility on the list. The students made several suggestions.

Pretend that you have been asked to evaluate the proposals listed below. Your teacher will divide the class into small groups and will assign each group one of the six proposals suggested by the Madison students.

After your group has discussed its assigned proposal, complete the "Evaluation Form" on the next page. In your evaluation use your knowledge of what makes a good rule. Consider how each proposal might help Madison Middle School fulfill its responsibilities in dealing with the problem of school violence.

Proposals

Group 1: Once or twice each month the principal will conduct a surprise search of all students and their backpacks using a metal detector.

Group 2: Any student found with a weapon will be expelled from school.

Group 3: A conflict-management program will be started at the school so that students can learn to resolve differences without fighting.

Group 4: The Madison Student Code of Conduct will be revised to create firm and fair discipline rules at school.

Group 5: A special violence-prevention assembly will be held to explain the causes of violence in our society to the student body.

Group 6: A parent support group will be formed to see that students are safe going to and from school and within their neighborhoods.

Evaluation Form

Use this form to evaluate the proposal your group was assigned. Evaluate each proposal by answering the questions and then record your suggestions.

Proposal

1. **Fair and Reasonable Rules**

   - Would this proposal result in fair and reasonable rules to address violence at the school?

     Yes_____ No_____ Suggestions:

2. **Fair Administration of Rules and Laws**

   - Would this proposal help carry out school rules in a fair and reasonable manner?

     Yes_____ No_____ Suggestions:

3. Fair Enforcement of Rules and Laws

- **Would this proposal help teachers and administrators find out which students committed acts of violence so they could assign proper consequences or if necessary inform the police?**

  Yes_____ No_____ Suggestions:

- Would this proposal help teachers and administrators take away weapons that students bring to school?

  Yes_____ No_____ Suggestions:

- Would this proposal help teachers and administrators take action against students found guilty of possessing a weapon or committing acts of violence against other students or adults?

  Yes_____ No_____ Suggestions:

4. Fair Management of Conflicts Over Rules

- Would this proposal provide fair treatment of students suspected or accused of breaking school rules or laws?

  Yes_____ No_____ Suggestions:

- Would this proposal protect a student's right not to be searched or not to have his or her property searched without good reason?

  Yes_____ No_____ Suggestions:

5. Fair Treatment of Students Found Guilty of Breaking Rules

- Would this proposal provide fair treatment of students found responsible for breaking rules?

  Yes_____ No_____ Suggestions:

6. Maintaining a Safe Campus

- Would this proposal protect students from other students and keep uninvited visitors and troublemakers off the campus?

  Yes_____ No_____ Suggestions:

7. Community Protection

- Would this proposal help protect and promote the welfare and safety of the community?

  Yes_____ No_____ Suggestions:

8. Educational Programs

- Would this proposal help students learn ways of resolving conflicts without resorting to violence?

  Yes_____ No_____ Suggestions:

Conclusion

Considering your evaluation of this proposal, would you support it, change it in any way, or reject it? Explain your decision.

Reviewing and Using the Lesson

1. Choose a proposal other than the one assigned to your group. Write a letter to the editor of the Madison Middle School newspaper giving your opinion of the proposal.
2. Explain how fulfilling one of the school's responsibilities might make it difficult to fulfill another responsibility. One example would be keeping the school open to the community while making it safe from violent outsiders. Explain how you think such conflicts might be resolved.
3. Summarize each of the six proposals by writing a short note to Mr. Sampson explaining your opinion on the value of each. Place your opinions in order, best proposal being first.
4. Make a list of recommendations for changes or modifications in the school facilities that would promote a safe school campus. You may want to ask other students, teachers, or your principal to walk through your campus with you as you develop your list.

9

How can your class develop a violence-prevention plan for Madison Middle School?

Establishing Goals

The President and Congress have established a set of National Education Goals. One of the goals states, "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."

In the space below, in your own words, write what you believe this goal means. Then make a list of several goals for reducing violence at Madison Middle School.

National Education Goal

Goals to Reduce Violence at Madison Middle School

Goal:

Goal:

Developing a Plan

Mr. Sampson believed that his students could help him develop some good solutions to the problem of violence in Madison Middle School. He also believed that if students helped make the plan for their school, they would have a greater understanding and respect for it.

Suppose you were in one of the classes that Mr. Sampson asked to help him. Use the following procedure to develop a plan for solving the problem of violence at Madison Middle School. Your teacher will divide your class into groups of about five students. Each group will develop their own plan. Record your suggestions on the "Planning Form" on pages 71-73. Plans should include solutions in the three areas of **prevention**, **discovery**, and **remedies**. You should develop your plan so that it does not violate the protections provided by the United States Constitution and the Bill of Rights.

To help you develop a good plan, use what you learned in previous lessons about

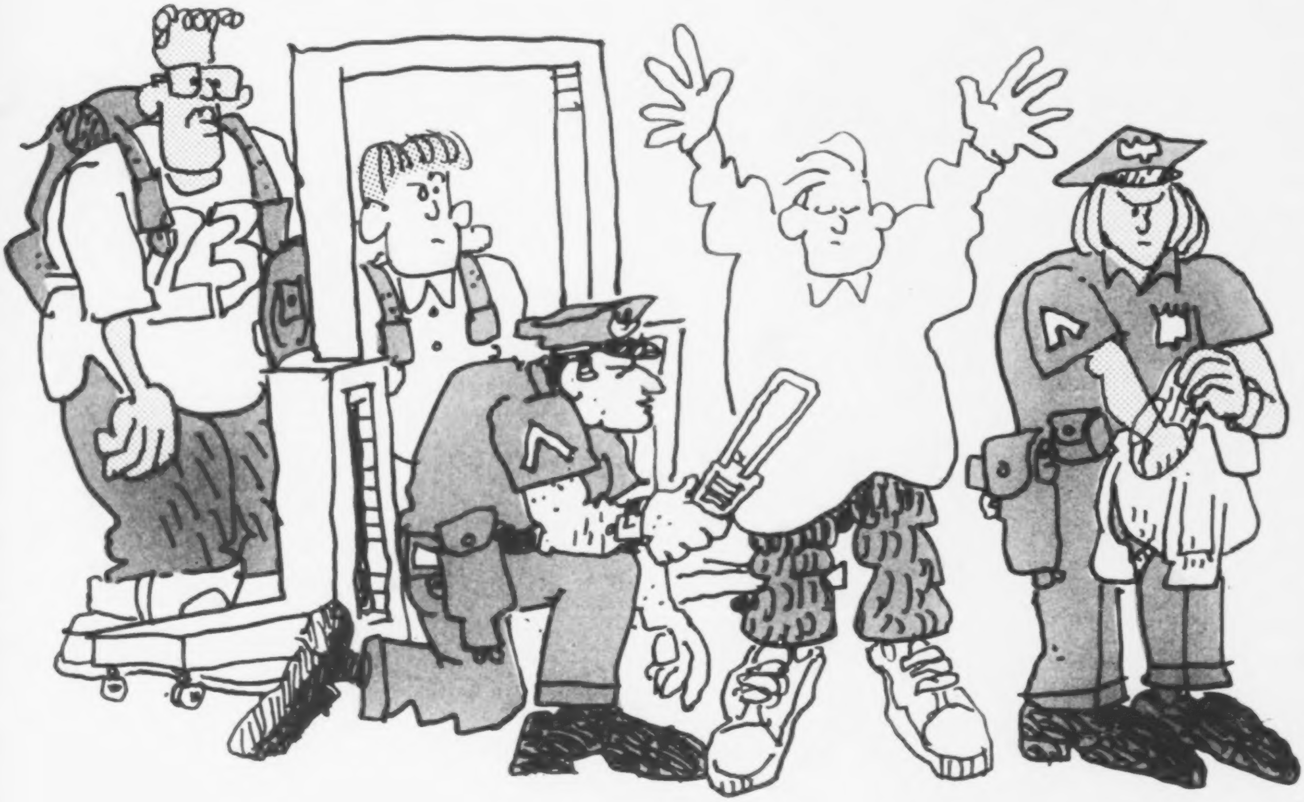
- the causes of violence in our society
- the increase of violence in schools
- the criteria for good school rules
- evaluating solutions to prevent violence in schools

Planning Form

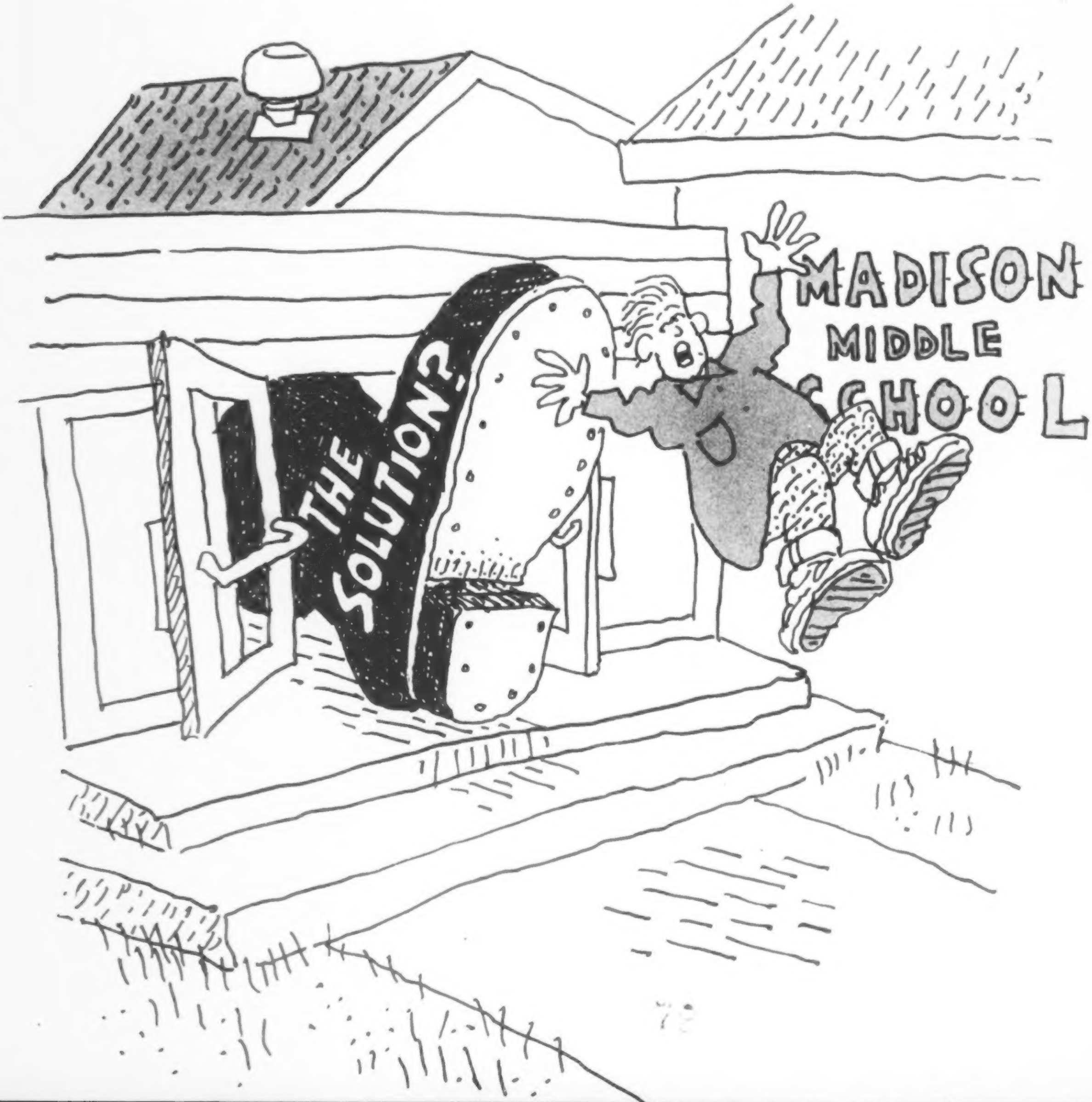
Prevention. **Suggest ways the school can prevent students from using violence to respond to conflicts.**

MADISON
MEDIATION
CENTER
DISPUTES-R-US
NEWS

Discovery. Suggest ways the school can improve its efforts to find weapons or other illegal articles on campus and to discover who is committing acts of violence at school.



Remedies. Suggest ways the school can deal with students found guilty of assaulting other students or adults at school.


THE SOLUTION?
MADISON
MIDDLE
SCHOOL

Evaluating Your Plan

In the last lesson you learned to evaluate suggestions for dealing with problems of violence. You considered the proposed plan in terms of educational programs, school safety, enforcing the law, and protecting individual rights as well as the welfare and safety of the community. You should now take your group's plan and evaluate it using the "Evaluation Checklist."

Evaluation Checklist

- Would your group's plan help students learn ways of resolving conflicts without resorting to violence?
  Yes_____ No_____ Explain:

- Would your group's plan result in students actually settling conflicts without resorting to violence?
  Yes_____ No_____ Explain:

- Would your group's plan help find out who is bringing weapons to school or committing acts of violence?
  Yes_____ No_____ Explain:

- Would your group's plan help protect students' rights not to be searched or not to have their property searched without a good reason?
  Yes_____ No_____ Explain:

- Would your group's plan help ensure that anyone suspected or accused of violence, bringing weapons to school, or assaulting others receives a fair hearing?
  Yes_____ No_____ Explain:

- Would your group's plan help improve school rules relating to violence and student descipline?
  Yes_____ No_____ Explain:

- Would your group's plan involve parents and other members of the community?
  Yes_____ No_____ Explain:

- Would your group's plan help provide a safe school for students and teachers?
  Yes_____ No_____ Explain:

- Would your group's plan help to maintain or improve the welfare and safety of the community?
  Yes_____ No_____ Explain:

Constitutional Limits

To protect the rights of the people, the United States Constitution and Bill of Rights limit the actions of government. So do the constitutions of each state.

Whenever we suggest that a school or government adopt a plan or enact a law, it is important that we do not ask that they do something forbidden by our federal or state constitutions. Each citizen has the right and should take the responsibility to look at policies and laws to see if they might violate constitutional limits on government.

The following checklist includes some of the most important limits our federal and state constitutions place on our schools and governments to protect our rights. Use the checklist when you develop your violence-prevention plan. Be sure that, in your opinion, your proposed policy does not violate the Constitution. The checklist should be considered by the entire class.

We the people
CONSTITUTION
J. MARSHALL
S. DAY O'CONNOR
T. MARSHALL

How can Madison Middle School students ensure that their violence-prevention plan does not violate the U.S. Constitution?

Constitutionality Checklist

This Constitutionality Checklist should be considered by the entire class.

1. Schools, like government, are not allowed to interfere with a person's freedom of belief. Our proposed violence-prevention plan (does/does not) violate this constitutional limitation. Explain why.

2. Schools, like government, are not allowed to place unreasonable and unfair limits on people's rights to express themselves in speech, writing, or by other means. Our proposed violence-prevention plan (does/does not) violate this constitutional limitation. Explain why.

3. Schools, like government, are not allowed to take a person's life, liberty, or property without giving that person a fair hearing in a court of law or before another authorized agency of government. Our proposed violence-prevention plan (does/does not) violate this constitutional limitation. Explain why.

4. Schools, like government, are not allowed to make laws that unreasonably or unfairly discriminate against people because of race, religion, age, ethnic group, national origin, or gender. Our proposed violence-prevention plan (does/does not) violate this constitutional limitation. Explain why.

5. Schools, like government, are not allowed to invade a person's privacy without a very good reason. Our proposed violence-prevention plan (does/does not) violate this constitutional limitation. Explain why.

Finalizing a Violence-Prevention Plan for Madison Middle School

You should now consider all the plans made by the groups in your class. Develop one violence prevention plan for Madison Middle School that represents the best ideas of your entire class.

1. Each group should write its plan on chart paper or the chalkboard, or make copies for the other students in the class. Each group should explain its plan to the class using the evaluation checklist as a guide.
2. The entire class should discuss each plan presented and consider its strengths and weaknesses.
3. The class should then develop a final plan that includes the best suggestions of each group. The

plan should involve all members of the school community including parents, teachers, students, and administrators. The plan should cover the following topics:

- purpose
- prevention
- discovery
- remedies
- constitutionality
- conclusion

Developing your final plan

What makes a comprehensive violence-prevention plan?

The final plan also should contain a summary statement in which you support your belief that your proposed violence-prevention plan does not violate the United States Constitution and Bill of Rights or your state constitution. You may want to refer to the Constitutionality Checklist as you develop your summary statement.

Presenting Your Prevention Plan

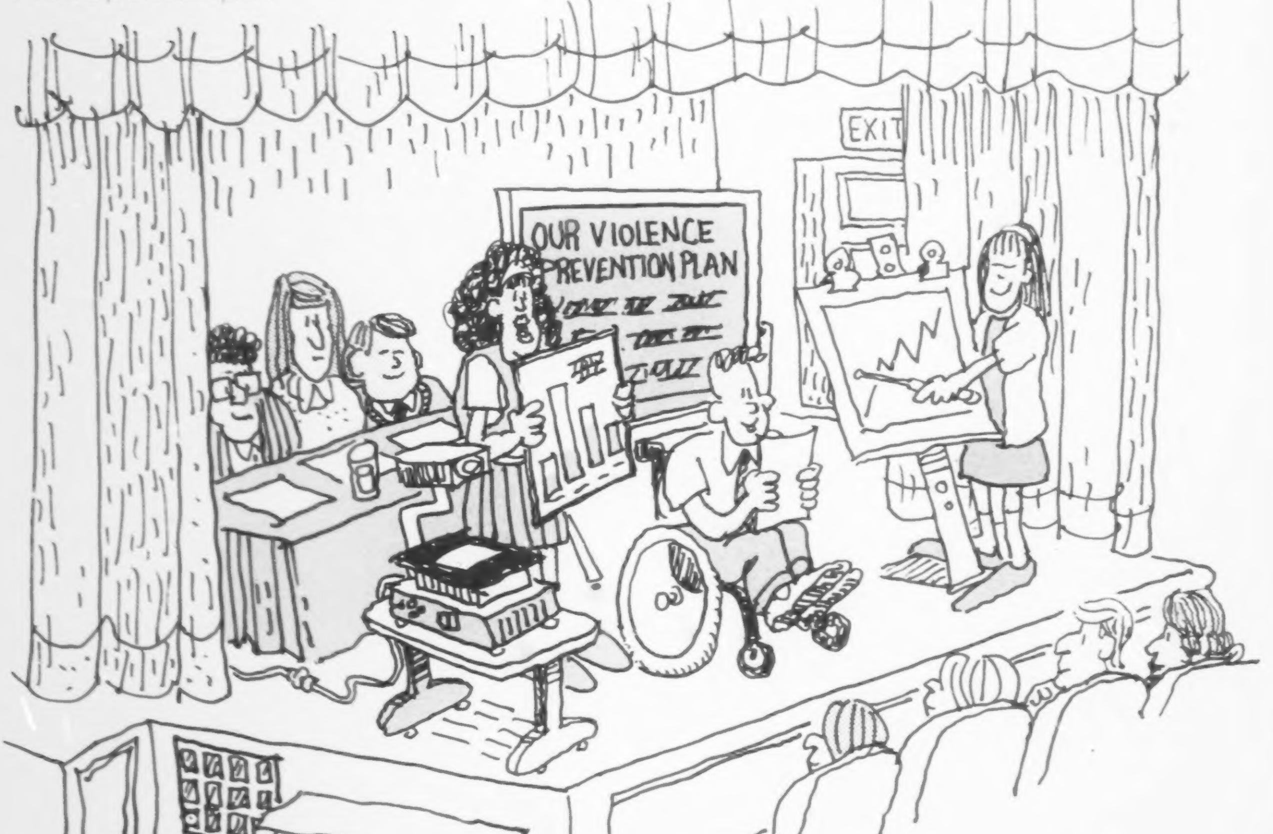
When the violence-prevention plan developed by your class is complete, you may want to present your plan to an audience. Your prevention plan can be a written, oral or video presentation.

The audience for your presentation might be your principal, members of the PTA, the school board, your student government, or other interested people in your school, and/or your local community task force on violence prevention. Presenting your plan to an audience will give you valuable experience in presenting important ideas to others.

Basic goals of your presentation:

- to inform an audience of the seriousness of the problem of violence in schools
- to explain the details of your class' prevention plan

Who should students invite to hear about their violence-prevention plan?



- to answer questions the audience might have about your prevention plan
- to gain support for the prevention plan you are proposing
- to explain what you have learned by studying this program

Presentation Format

The following format might be used to present your prevention plan:

1. **Introduction and Purpose**
    - State the problem of violence in our nation and its schools
    - Review your study and the development of your class' prevention plan
    - State the purpose of your report and your prevention plan
    - Provide an overview of how you will describe your prevention plan and who will be reporting it
2. **Prevention**
    - Report the specifics of your plan—how it will prevent students from using violence to solve conflicts
3. **Discovery**
    - Report the specifics of your plan—how it will help to identify acts of violence at school, who is committing the acts of violence, and how to find weapons on campus
4. **Remedies**
    - Report the specifics of your plan—how it will prevent and deter acts of violence and punish students found guilty of harming other students or adults at school

5. **Constitutionality**
    - Report why your violence-prevention plan does not violate the protections provided by the United States Constitution and Bill of Rights
6. **Conclusion**
    - Review why violence in schools is a serious issue and how your plan addresses that problem
    - Predict the possible consequences if your prevention plan were to be followed

Preparation and Guidelines

Your teacher might ask parents, or other community members experienced in developing policy plans and making public presentations, to coach your class. People involved in local government or in police, civic, and community organizations can be very helpful.

You may want to practice your presentation prior to giving it to an adult audience. Practice in front of your classmates, students from other classes, or the student council.

The audience may have questions for you at the conclusion of your presentation. Think about questions they might ask and be prepared with answers. An audience might ask you to

- give additional details or clarify points you have made in your presentation, in parts of your prevention plan, or both
- give specific examples supporting the points you have made in your presentation
- defend some of your statements or views
- answer questions about what you have learned from your study, what problems you had, and the most important things you learned

As many members of your class as possible should participate in the presentation of your prevention plan.

The presentation should not be assigned to just a few students and should not be the responsibility of one or two students. Your presentations should demonstrate the cooperative learning that went into the development of your class' prevention plan.

Do not read your prevention plan, but present it as if you were having a converation. You may use notes. You may include specific statistics to support your proposed plan. You also may develop visual aids such as graphs, charts, pictures, or videotapes to use during your presentation.

Refer to the evaluation checklist on pages 74-75 to make sure that you have presented all components of a complete prevention plan.

Reviewing the Program

Reflecting on Your Learning

It is always a good idea to think about or reflect on learning experiences you have had and assignments you have completed. This is one way to learn, to avoid mistakes in the future, and to improve your performance as a problem solver.

Now that your class has completed its prevention plan for violence in schools, you should consider two basic questions:

1. What and how did you and your classmates learn?
2. What might you do differently if you were to develop another prevention plan addressing the same or a different problem?

Reviewing and reflecting on your learning experiences should be a cooperative class effort similar to the way you have worked through the lessons in this textbook. You should review and reflect as an individual and as a member of your class.

Reviewing the Program

Consider the following review questions:

1. Return to the first lesson in the text. Read what you wrote in the first activity. Has your opinion changed? If your opinion has changed, what do you believe now?
2. What did you learn about the extent of the violence problem in the United States? In your community?
3. Was it correct to make the entire school responsible for the violence problems at Madison Middle School? In what way are problems with violence in schools a community problem?
4. Do you think the lesson on developing good rules will help you judge the difference between a good rule and a bad rule? Why or why not?
5. Do you think there is value in learning about conflict-resolution and peer-mediation programs? Why or why not?
6. Do you think that the final violence plan would stand the test of constitutionality—that is, does it stay within the protections provided in the United States Constitution and Bill of Rights?
7. Were you satisfied with the final violence prevention plan the class wrote? Why or why not?
8. Could the violence problems at Madison Middle School happen at your school? Why or why not? Does your school have a violence prevention plan?

Reflection Guidelines

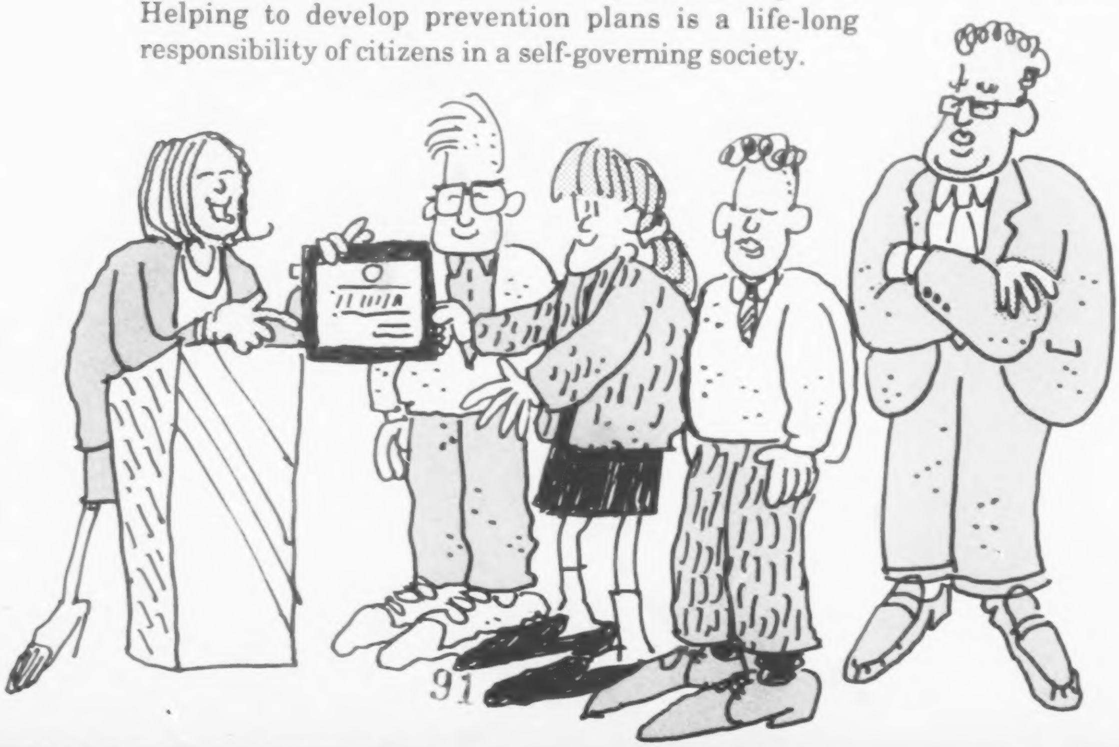
Use the following questions to reflect on your learning experience in this program:

1. What did I personally learn about developing prevention plans from working with my classmates?

2. What did **we** learn as a class about developing prevention plans?
3. What skills did **I** learn or improve on in developing prevention plans?
4. What skills did **we** learn as a class as we developed our prevention plans?
5. What are the advantages and disadvantages of working in groups?
6. What did **I** do well?
7. What did **we** do well?
8. How can **I** improve my problem-solving skills?
9. How can **we** improve our problem-solving skills?
10. What would we want to do differently if we were to develop another prevention plan addressing another problem?

It is important that you individually and as a member of a group continue to develop problem-solving skills because you will need to use them in the future. Remember that prevention plans designed to solve problems often need to be changed or updated. New and changing problems require new prevention plans. Helping to develop prevention plans is a life-long responsibility of citizens in a self-governing society.

How might Madison Middle School students make use of their new problem-solving skills in the future?



SENDING REPORTS TO THE CENTER FOR CIVIC EDUCATION

The Center for Civic Education would be pleased to receive information regarding your study of *Violence in the Schools*. The Center would like to share your ideas with other schools in the nation.

You might submit the following:

- Significant statistics you have researched
- Charts and graphs you have developed
- Signs, cartoons, and slogans you have developed
- Your class prevention plan
- Information about presentations of your plan and the audience reactions to your plan

Mail your material to

Exercises in Participation
Violence in the Schools:
Developing Prevention Plans
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467

Glossary

accompany: to go along with; to occur or happen with

administration (of justice): the management of the law

anger-control program: a set of procedures to teach nonviolent ways to deal with hostility

arrest rate: the number of arrests per a certain number of people

assault: an intentional physical attack or threatened attack

- **aggravated assault:** a violent attack with a weapon, or an attack that causes serious bodily harm
- **simple assault:** an attempted or threatened attack

authorized: granted authority or power; given permission

battery: an unlawful attack on another person by beating, wounding, or touching in an annoying manner

caption: a title or explanation accompanying a picture, cartoon, or illustration

clique: a small group of people who stick together and remain distant from or indifferent to others

cooperative: people working or acting together for a common purpose

confiscate: to take private property from someone so that it may be withheld, redistributed, or destroyed

conflict management / resolution: a prearranged set of procedures designed to reduce or eliminate conflict when it occurs

consequence: something that follows from an action or condition; an effect; result

constitutionality: legal force according to a constitution

coterie: a group of people who share interests and associate frequently

crime: a serious violation of the law. A person may commit a crime either by acting in a way the law forbids or by failing to act as the law requires; unlawful activity in general

crisis: a crucial situation that may require some kind of immediate action

crisis-management plan: a prearranged set of procedures that can be set in motion when a disaster or difficult situation occurs; a plan designed to reduce the impact of a crisis

criteria (singular–criterion): rules or standards on which a judgment can be based

de-escalate: to decrease in intensity, scope, or value

defuse: to make less intense or harmful

deter: to discourage or prevent

discipline: training that tends to mold a specific behavior; punishment intended to correct or train; behavior in accord with rules of conduct

discovery: the act of learning, finding out, or getting knowledge of

discriminate: to treat a person or group unfairly or unjustly; showing prejudice

dispute: to argue strongly; a quarrel or fight

dominate: to control, govern, or rule by superior power or strength

due process: a manner of action in judicial or other governmental activity that does not violate the legal rights of the individual

editorial cartoon: a drawing that usually appears in a newspaper or newsmagazine that expresses an opinion on an issue

eke: to make with great effort or strain

enforcement: the act or process of compelling observance of or obedience to

epidemic: a rapid spread or development

ethnic group: a group of people who can be identified within a larger culture or society on the basis of such factors as religion, language, ancestry, and physical traits

evaluate: to find out, judge, or estimate the value or worth of; examine and appraise

extent: the scope or range of something

firearm: any weapon, especially a pistol or rifle, capable of firing a missile

gang: a group of youths who associate together regularly, sometimes they fight other such groups

generalization: a statement or tentative conclusion developed by considering available facts or pieces of information that is often applicable to the whole

graph: a drawing or diagram used to present numerical data

heredity: the passage of physical traits from parents to offspring by biological inheritance; genetic transmission

homicide: the killing of one person by another

imply: to say or convey indirectly; suggest without stating

imprisonment: the act of putting or confining in a jail or prison

incarcerate: to put in jail; imprison

incident: a definite, distinct occurrence or event

inference: a statement that implies or suggests a conclusion based on limited and incomplete information

informed decision: a conclusion or judgment based on appropriate and complete information

instantaneously: happening without any delay; immediate

legal action: a proceeding in a court of justice by which one demands or enforces one's right

main idea: a statement that shows the central point of something; the most important thought, idea, belief

mediation/mediator: a process that helps opposing sides in a dispute come to an agreement; to create a settlement or agreement between two parties by the intervention of a **mediator.** The mediator does not take sides; he or she helps the disputing parties arrive at a peaceful settlement or compromise through discussion and mutual agreement

mentor: a person depended on for wise advice and guidance; a trusted counselor

murder: the unlawful and deliberate killing of one person by another

network: a system made up of a number of interconnected parts

ordinance: a law or regulation set forth by a local government authority

peer: a person who has equal standing with another as in age, rank, class, etc.

perpetuate: to prolong the existence of; to continue for a long time

physically disabled: the condition of having disadvantages or limitations due to bodily impairment

point of view: the position from which something is observed or considered; manner of viewing things, attitude

possession: to be found holding or having something

prediction: the act of foretelling something; advanced knowledge; educated guess

predominate: to be greater than others in strength, number, importance, or prominence

premature: appearing or occurring before the usual time; unexpectedly early

prestige: prominence or status in the eyes of others, achieved through success, fame, or wealth

prevention: the act of keeping from happening

probation: the release of a convicted offender on condition of good behavior

prohibit: to forbid by law or authority; to prevent from doing something

quantitative: of quantity, measure, or amount

reliable source: a dependable supplier of information

remedy: something that corrects a fault, error, disorder; the legal means of enforcing a right

retaliation: the act of replying or paying back an unfriendly act with a similar one

revision: the act or process of changing or modifying

right: to restore to; that which is morally or ethically proper, fitting, or good. Constitutional rights are those protections guaranteed to citizens by the U. S. Constitution.

rival: someone who competes with or tries to outdo another; competitor

rural: of or in the country; characteristic of the country or country people

school-community service program: a program or activity that provides a needed service (assistance/aid) through the cooperative efforts of both the school and community

self-governing society: a society in which the citizens rule themselves

simulate: to duplicate the appearance, conditions, form, or sound of; imitate; pretend

slew: many; a great number of

slogan: a phrase expressing the aims or nature of a team, school, army, or other group; a motto

solution: an answer to a problem

sound judgments: solidly formed opinions; sensible decisions

statistics: the part of mathematics that deals with the collection, organization, analysis, and interpretation of numerical facts and data; the numerical facts or data themselves

suburban: a residential area near a city; life in a suburb

surveyed population: those persons who answer questions and provide information on a questionnaire

tabulation: a condensed list, as in a table

trend: a general tendency or course; a direction or movement

tutor/tutoring: a person who gives individual instruction to a student; a private teacher

urban: located in a city; characteristic of the city or city life

victim: someone who is harmed or killed by another; someone who is made to suffer or undergo difficulty

victimization: the act or process of making a victim of, especially by taking unfair advantage

violence: physical force used to cause damage or injury; acts of breaking the law, vandalism, destruction of property, etc.

violent crime index: data accumulated by the Federal Bureau of Investigation on offenses occurring in the United States such as murder, forcible rape, robbery, and aggravated assault

weapon: any instrument or device used to attack another or to defend oneself from attack

witness: someone who has seen or heard something; someone who is called to testify before a court of law

wrong: an unjust or immoral act

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5146 Douglas Fir Road ☐ Calabasas, CA 91302 ☐ (818) 591-9321 ☐ FAX (818) 591-9330

Violence in the Schools

Developing Prevention Plans

TEACHER'S GUIDE

OUR VIOLENCE PREVENTION PLAN
1.
2.
3.

Exercises in Participation Series

Center for Civic Education

Violence in the Schools
Developing Prevention Plans

TEACHER'S GUIDE

Exercises in Participation Series

Center for Civic Education □ 5146 Douglas Fir Road □ Calabasas, CA 91302 □ (818)591-9321

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EXECUTIVE DIRECTOR
Charles N. Quigley

Principal Writer Student Text
Louis E. Rosen

Contributing Writers
Roy Erickson
Beth E. Farnbach
Jack N. Hoar
Joseph S. Jackson
Charles N. Quigley
Kenneth Rodriguez
Norma D. Wright

Production Director
Pat Mathwig

Production Assistants
Dorothy M. Anderson
Esther Libman
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Principal Writer Teacher's Guide
Kenneth Rodriguez

General Editor
Richard P. Longaker

Managing Editor
Jack N. Hoar

Editors
Michelle L. Forner
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Art Director and Illustrator
Richard Stein

Desktop Publishing
Valerie Milianni
Jan Ruyle

REVIEWERS

Nancy Fontaine
Director
Early Childhood
Education Program
Florida A&M University
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Prevention of School Violence
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Executive Director
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Field Services Division
Department of Public Safety
University of Southern California
Los Angeles, CA

Contents

Exercises in Participation Series 1

Rationale 1

Goal 1

Characteristics 2

Organization 2

Instructional Considerations 3

Conducting Class Discussions 3

Using Effective Questioning Strategies 4

Encouraging Small Group Learning 5

Using Community Resource People 7

Keeping Journals 8

Evaluating Student Achievement 8

Reviewing and Reflecting on the Learning Experience 9

Violence in the Schools: Developing Prevention Plans 10

Rationale 10

Instructional Objectives 10

Organization 11

Problem-Solving Model 12

Teaching the Lessons 13

Introducing Students to Violence in the Schools: Developing Prevention Plans 13

Lesson 1: What is your opinion about the causes of violence in our nation? 15

Lesson 2: How serious is the problem of violence at Madison Middle School? 19

Lesson 3: What can you learn from newspapers about the national problem of violence and violence in schools? 23

Lesson 4: How serious is violence in the nation? How can we use statistics to help answer this question? 29

Lesson 5: What are some other ways to gather information about violence in our nation and its schools? 35

Lesson 6: How can we find solutions to the problems of school violence? 38

Lesson 7: What makes a good rule? 45

Lesson 8: What should you consider in creating a plan to prevent violence at Madison Middle School? 50

Lesson 9: How can your class develop a violence-prevention plan for Madison Middle School? 59

Exercises in Participation Series

Violence in the Schools: Developing Prevention Plans is the second title in the **Exercises in Participation Series** developed by the Center for Civic Education. The first publication in the series is ***Drugs in the Schools: Preventing Substance Abuse***.

The intent of this series is to motivate and enable young people to enjoy the rights and accept the responsibilities of citizenship. The **Exercises in Participation Series** introduces and trains students in the methods and procedures used in our political process. These instructional materials help students to

- learn policy-making processes
- develop concrete skills and the foundation needed to become responsible participating citizens
- develop effective, creative communication skills
- develop more positive self-concepts and confidence in exercising the rights and responsibilities of citizenship

Rationale of the Series

Democracy is self-government and self-government requires effective citizen participation. The ultimate goal of citizenship education is to enable students to become competent and responsible participants in our constitutional democracy.

One component of effective, responsible citizenship is the disposition and ability to monitor and influence public policies. Public policies are embodied in the rules, decisions, and actions of government. But policies of many other institutions such as corporations, labor unions, religious organizations, and schools also have a public character and significantly affect citizens' lives.

For young students, learning experiences in democratic participation need not be confined to those associated with government at local, state, and national levels. Many of the skills and knowledge needed for competent and responsible citizenship participation are the same skills and knowledge required for governance of classrooms and schools. Therefore, engaging young people in the issues that directly affect them in these areas begins to develop the necessary knowledge, skills, and dispositions to be effective citizens.

Goal of the Series

The goal of **Exercises in Participation** is to develop students' commitment to active citizenship and governance by

- providing the knowledge and skills required for effective participation
- providing practical experience designed to foster a sense of competence and efficacy
- developing an understanding of the importance of citizen participation

Characteristics of the Series

The following describes the essential characteristics of the instructional program offered in **Exercises in Participation**:

- designed for use with upper-elementary and middle-school students (grades 5-9)
- includes lessons that take approximately 12-15 class periods of instruction
- includes reading and discussion as well as critical thinking exercises in each lesson
- integrates writing, graph analysis, art, and other interdisciplinary skills in the structure of the lessons
- includes instructional strategies such as directed discussions, role-plays, small group problem solving, and cooperative learning techniques
- designed to be incorporated with social studies, language arts, or health courses
- includes student texts and a teacher's guide

Organization of the Series: A Problem-Solving Model

Each title in the series explores a contemporary issue in a hypothetical middle school. Students systematically investigate the problem and create a plan or design a policy to address the issue.

The lessons are organized around an eight-step procedure. The number of lessons in each step will vary from title to title depending on the complexity of the issue. The steps in the problem-solving model, however, will not vary in that they are designed to accomplish the following:

- STEP 1–Explore and understand the current condition
- STEP 2–Review potential solutions
- STEP 3–Assess responsibilities; determine whether proposed solutions address the responsibilities
- STEP 4–Develop a vision; determine need, resources, and who should be involved; establish goals
- STEP 5–Evaluate whether solutions address needs and goals; select solutions
- STEP 6–Develop the class plan
- STEP 7–Share the class plan with others: students, administrators, parents, community members; receive feedback on the effectiveness of the plan
- STEP 8–Review and reflect on individual and class participation

Instructional Considerations

Directed class discussions, small group work, and community resource persons are vital components of this instructional program. Below are some instructional issues that should be considered when planning the implementation of this program.

Conducting Class Discussions

Effective civic education includes presenting and discussing controversial subject matter. This strategy makes the study of **Exercises in Participation** exciting for both students and teachers. Through the discussion process, students develop knowledge, decision-making skills, conflict management experience, and a commitment to citizenship participation.

To ensure that the experience with this program is stimulating and rewarding for both you and your students, you may wish to consider the following suggestions for successful classroom discussion of controversial issues and contemporary topics:

- Emphasize the legitimacy of controversy, compromise, and consensus. They are the lifeblood of a democratic society.
- Try to present the central issues of controversy in tangible form. Make allusions to similar problems and dilemmas students face in their lives.
- Emphasize the legitimacy of various viewpoints by encouraging students to examine and present conflicting views in an unbiased fashion. It is incumbent on the teacher to raise any opposing views students may have missed.
- Keep students focused on discussing ideas or positions rather than people. Stress that in controversial issues, reasonable people might differ. Encourage students to offer dissenting opinions when they do not agree with the majority—even if they are alone in their opinions.
- Help students identify specific points of agreement or disagreement, places where compromise might be possible, and places where it is unlikely to occur. Emphasize the importance of improving their ability to develop a reasoned decision and to express it in a civil manner while respecting the views of others.
- Conclude an activity or discussion by evaluating the arguments presented and exploring the likely consequences of the various alternatives suggested.

Before beginning this program in which class discussion and opinion sharing are critical components, you may wish to establish a few basic rules. For example:

- When expressing an opinion, always be prepared to justify it.
- Politely and respectfully listen to the opinions of others. You may be called on to tell which one (other than your own) you liked best.
- Everyone will get a chance to talk, but only one person will talk at a time.
- Do not argue with people; argue with ideas and reasons.

- You may change your opinion at any time. Be prepared to share your reasons for doing so.
- In the interest of personal privacy, do not use any proper names when discussing your knowledge of any serious problem in your school or community.

Using Effective Questioning Strategies

Question and response sequences are an important feature of this series. The effective use of questions is critical to the learning process and requires careful planning. The primary goal of your questioning strategies should be to help students increase their ability to reach effective, responsible decisions.

There are generally six categories of questions you should consider when planning class discussions. The following is a brief description and example of each:

- **Knowledge**. These questions involve recall of specific facts or information.

  Example: What are three possible causes of the problem?

- **Comprehension**. This involves the ability to understand the meaning of the material. This may be shown by translating material from one form to another and by interpreting material.

  Example: Create a drawing illustrating a cause of the problem in our nation. What is the central idea of this lesson?

- **Application**. This involves the ability to use learned material in new situations.

  Example: What examples can you cite from your experience where these ideas apply? How might you use this process to resolve a conflict in the future?

- **Analysis**. This involves the ability to break down material into its component parts. This includes identifying the parts and establishing the relationship among the parts.

  Example: What are the consequences of your decision? Which consequences are advantages and which are disadvantages?

- **Synthesis**. This involves the ability to put parts together to form a new whole. The emphasis is on creating new patterns of thought.

  Example: What argument can you make that we should or should not employ a particular solution to the problem?

- **Evaluation**. This involves the ability to judge the value of material for a given purpose.

  Example: How effective will your plan be in preventing future problems of the same nature?

It is possible to structure questions so that students listen and respond to each other and not just to their teacher. You may want to encourage students' active participation in the following ways:

- Pose a question and ask students to discuss the answer with a partner.
- Ask students to clarify their responses. This will benefit themselves as well as others.
- Ask students to extend their or other students' responses by providing additional facts, information, viewpoints, etc.
- Ask students to generate questions on material just presented in class.
- Pause at least seven seconds after asking a question to allow students time to think.
- Ask students to expand on their responses if they provide short or fragmentary answers.
- Call on more than one student per question.
- Encourage students to react to other students' responses.
- Call on nonvolunteers as well as volunteers.

Encouraging Small Group Learning

The learning exercises in the student text are generally designed as cooperative learning activities with a study partner or in small group environments. Each individual's participation is essential for the successful completion of an exercise. Students are encouraged not only to contribute academically, but to develop and use appropriate interpersonal skills.

Important issues arise for the teacher in planning and implementing cooperative group learning. One such issue concerns the size of groups. Consideration of the research can help you determine the optimum number of students per group within your classroom.

David A. Welton and John T. Mallan in their book, ***Children and Their World: Teaching Elementary Social Studies***, Fourth Edition, Houghton-Mifflin, 1991, have identified some general behavioral characteristics of differently sized groups:

- **Groups of Two**. High exchange of information and a tendency to avoid disagreement are two features of pairs. In case of disagreement, however, deadlock occurs because there is no support within the group for either participant.
- **Groups of three**. Triads tend to be characterized by the power of the majority over the minority of one. However, triads are the most stable group structure with some occasional shifting of coalitions.

- **Groups of five**. The most satisfying learning group size seems to be five. There is ease of movement within the group. The 2:3 division provides minority members with support. The group is large enough for stimulation, yet small enough for participation and personal recognition.
- **Group larger than five**. As group size increases, so does the range of ability, expertise, and skill. However, so do the difficulties in keeping all members on task, ensuring everyone has an opportunity to speak, and coordinating group actions.

Another issue teachers face in planning and implementing cooperative group learning is whether to allow groups to self-select or to establish the groups by assignment. David W. Johnson, et al. in ***Circles of Learning: Cooperation in the Classroom***, published by the Association for Supervision and Curriculum Development, 1984, describes the following characteristics of groups:

- Student-selected groups are frequently homogeneous with high-achieving students selecting other high achievers, males selecting males, and members of different cultural groups selecting those from similar backgrounds.
- There is often less on-task behavior in student-selected than in teacher-selected groups.
- More creative thinking, more frequent giving and receiving of explanations, and greater perspective-taking in discussion seem to occur in heterogeneous groups.

A useful modification of the select-your-own-groups method is to have students list three peers with whom they would like to work. Place the students with one person they chose and other students selected by the teacher. Careful consideration should be given to building a supportive environment for students no one selects.

You also may want to consider randomly assigning students to groups by having them count off. For example, to establish six groups of five people each in a class of thirty, have the students count off from one to six, repeating the sequence at the end of six. Then place the "one's" together, the "two's" together, and so forth. Once groups have been assembled, you may want to consider having them work together over a period of time rather than forming new groups for each activity in the student text.

Below are some general recommendations you may want to consider in implementing small group work in your classroom:

- Give clear instructions for completing work and check for understanding of the process or procedures to be followed during an activity.
- Allow adequate time to complete the assigned task. Think creatively about ways to constructively occupy groups that finish ahead of the others.
- Be explicit in dealing with management issues. If someone must report to the class on the group's work, be sure there is a process for selecting a reporter.

- Think about how your evaluation strategies are affected by the use of small groups. Develop methods to reward group efforts.
- Monitor group work and act as a resource to guide your students' development. You may wish to travel between groups to facilitate discussion and to answer student questions.

Using Community Resource People

During instruction in specific lessons, the involvement of people from the community who possess appropriate experiences or expertise can greatly enhance and extend student understanding of the issues they are addressing. Community resource people can contribute in the following ways:

- make the lessons come alive by sharing real-life experiences and applications of the ideas under consideration
- help implement activities in the classroom
- establish an on-going relationship with a class in which the resource person is available regularly by phone to respond to questions or issues that may arise during a particular lesson

The range of individuals who can serve as resource people is as varied as the community itself. Commonly, this includes police officers, lawyers, judges, legislators, state and local government agents, and professors of political science or law. Specific suggestions of potential resource persons are made in this guide.

Making the involvement of a community resource person as meaningful as possible requires careful planning. Attention should be given to the following considerations:

- A resource person's involvement should be relevant to the lesson.
- The principal mode of involvement should be interaction and participation with students. A resource person should participate in the concluding discussion of a lesson or activity.
- A resource person should offer a balanced picture of the topic, including a variety of perspectives. When objectivity is not possible, you might consider inviting a second resource person to ensure a balanced experience. The guest also should avoid professional jargon and speak as simply as possible.
- Before a visit by a resource person, students should be well prepared to maximize their thoughtful participation when the visitor is present.
- Most resource persons are not trained teachers and should not be responsible for classroom management. The teacher should be in attendance during the entire visit.
- In advance, give the resource person a copy of the lesson in which he or she is to participate. Usually, a pre-visit meeting or phone call is useful to clarify what you expect of the guest.

Owing to busy schedules and the limited length of this program, it is advisable to extend invitations as soon as possible. A committee of students should be responsible for hosting the guests on the day of their visit and for the follow-up thank you letter.

Keeping Journals

Journal writing provides a systematic way for students to maintain a personal record of summary statements, reflections, or questions about what is being learned in a particular instance. Journal writing encourages students to reflect on the "what," "why," and "how" of their learning. Taking time to reflect is a good study habit to develop. Journals have the additional benefit of improving writing skills.

Exercises in Participation provides numerous opportunities for students to reflect on what they are learning. You may want to allow a few minutes at the conclusion of a lesson or at the close of an activity for students to complete a journal entry. You may want to assign journal notations as homework. In their journals, encourage students to

- discuss some aspect of the content studied
- record a personal reaction to the lesson or the outcome of an activity
- record questions the lesson or activity raised about an issue

Whether or not to grade journals is a personal choice. However, you should periodically collect journals to offer students some feedback on the content. Writing comments and personal observations in the journals can be an effective tool in establishing a personal dialogue with students. Encourage students to share their journals with other students and their parents. By so doing, students demonstrate to themselves and others what they have learned.

Evaluating Student Achievement

The methods used to evaluate student achievement during instruction need to be both comprehensive and varied. Progress-measuring strategies may range from traditional paper and pencil tests to performance-based assessments.

Performance assessment differs from traditional tests in that students are not asked to recognize and select correct answers to questions focused on discreet, isolated facts. Teachers who engage students in activities requiring complex knowledge and skills need to measure achievement in a similar context. For example, during the development and presentation of their prevention plans, students demonstrate their knowledge and skills by addressing the complex questions that this program raises. Because there is no one correct answer, students construct a product to demonstrate what they know and can do.

Below are some general recommendations you may want to consider in designing your evaluation of student achievement in this program:

- Structure situations in which students can construct or create appropriate answers rather than select from a menu of choices.

- Assess the process and the quality of a performance or product, not the ability to identify correct answers. Stress the thinking and reasoning that supports a quality performance or product.
- Assess how well students see the connections among a variety of related ideas and skills. Students should combine reading, research, writing, speaking, and critical thinking skills.
- Make the criteria for successful performance clear; when possible, provide models of exemplary performance.
- Provide criteria for effective and successful group work. Teamwork and group interaction are important skills that are given legitimacy when students know they are being assessed.
- Structure opportunities for students to assess their progress, to judge for themselves when they have or have not done well. This will help them internalize high standards and learn to judge for themselves when they measure up.
- Offer plenty of opportunities for students to receive feedback from the teacher, peers, and community resource people who participate in activities with the class.

Reviewing and Reflecting on the Learning Experience

At the conclusion of their course of study, students review and evaluate the extent to which they achieved the objectives of the program. This includes thinking about content as well as instructional methods.

Violence in the Schools: Developing Prevention Plans

Rationale

There is no question that safety and order are essential for learning to occur. Yet the problems of violence, discipline, and drug use confront students and educators to some extent every day in virtually every school in the nation. Schools must aggressively address these issues if they are to provide the safe environment and quality education necessary for a healthy and prosperous nation.

The sixth National Education Goal states, "By the year 2000, every school in America will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning." However, surveys within the last five years show that we are far from that goal. While the use of alcohol and other drugs among this nation's youth has declined in recent years, it is unacceptably high. In a large number of our schools, violence, misbehavior, and a lack of engagement in learning significantly interfere with the education process. (Adapted from *Reaching The Goals: Goal 6, Safe, Disciplined, and Drug-Free Schools*. Office of Educational Research and Improvement. U.S. Department of Education. February, 1993.)

Violence in the Schools: Developing Prevention Plans is intended to contribute to achieving National Education Goal 6. The program is designed to involve students in

- investigating the extent of the problem of violence in schools
- examining causes and effects
- deciding who possesses responsibility for resolving the problem of violence in the schools
- creating solutions to reduce and prevent violence in the schools

Instructional Objectives

As a result of participating in the instructional program, ***Violence in the Schools: Developing Prevention Plans***, students should be able to

- explain the problem of violence in schools and the effect of violence on the school and community
- explain some common causes and effects of violence in the schools and decide who shares responsibility for solving the problem
- work cooperatively with others to develop solutions to the problem by creating a violence-prevention plan for a hypothetical middle school
- evaluate the plan to ensure that it achieves stated goals and does not unnecessarily infringe on other important values and interests
- take responsibility for their learning by reflecting on the effectiveness of their participation in the instructional exercises of the program

- exercise an important right and responsibility of citizenship: to explore problems and express ideas about how they might be solved

Organization

Violence in the Schools: Developing Prevention Plans consists of nine instructional lessons of varying duration. The lessons are based on the problem-solving model on the next page. Each lesson includes a reading and discussion component, critical thinking exercises, and suggestions for extending and enriching the learning experience.

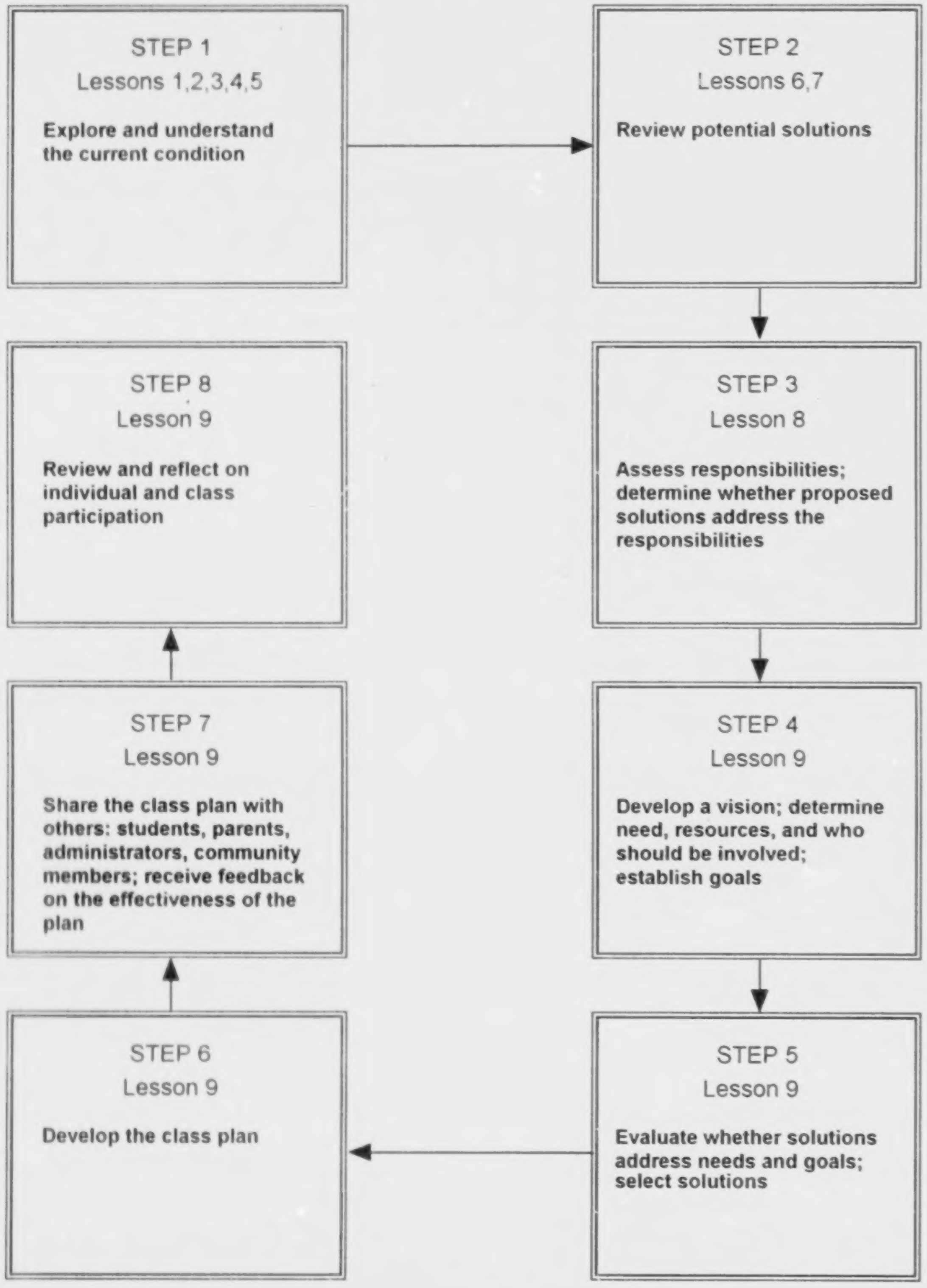
The illustrations in each lesson are intended as an integral part of the instruction, either to stimulate discussion or review ideas presented.

The student text contains a glossary of terms specific to the volume to facilitate student understanding of abstract concepts and unfamiliar phrases.

This guide offers specific instructions for teaching each of the nine lessons. Each lesson plan includes an overview, objectives, needed materials and preparation, and step-by-step suggestions for implementation in the classroom. Some lesson plans suggest additional materials designed to enrich student understanding of the concepts.

A black-line master Certificate of Recognition is at the end of this guide. It can be duplicated and awarded to each student who has participated in the program.

PROBLEM-SOLVING MODEL



STEP 1
Lessons 1,2,3,4,5

Explore and understand the current condition

STEP 2
Lessons 6,7

Review potential solutions

STEP 3
Lesson 8

Assess responsibilities; determine whether proposed solutions address the responsibilities

STEP 4
Lesson 9

Develop a vision; determine need, resources, and who should be involved; establish goals

STEP 5
Lesson 9

Evaluate whether solutions address needs and goals; select solutions

STEP 6
Lesson 9

Develop the class plan

STEP 7
Lesson 9

Share the class plan with others: students, parents, administrators, community members; receive feedback on the effectiveness of the plan

STEP 8
Lesson 9

Review and reflect on individual and class participation

Teaching the Lessons

Introducing Students to *Violence in the Schools: Developing Prevention Plans*

After distributing the student books, explain the following to the class:

- They will be studying a special unit on violence in the schools.
- This is a participatory unit in which they will examine causes and effects of the problem of violence in our schools and then propose solutions to reduce and prevent the problem.
- They will not be considered "part of the problem," but problem solvers.
- During the unit the class will examine carefully the problem at a hypothetical school called Madison Middle School and then develop solutions to solve the school's violence problem.
- Examining a hypothetical school can help the class approach the problem in a rational and objective manner.
- At the conclusion of the program, the class can share their solutions with parents, school administrators, and/or community members.

First have the class examine the cover of the book. Ask them to note the full title of the program.

- What actions does the title imply?
- What type of student involvement does the illustration on the cover suggest?
- Before developing a violence-prevention plan, what information might be helpful for the class to learn?
- What might be some effective procedures to get all students in the class involved?

Have the class read the "Introduction" on pp. 1-2 of the student text. Discuss why they think it is important to understand the problem of violence in the schools. Why do they think it is even more important for us to find solutions to this increasingly serious problem?

Help students understand the term **violence** as used in this program: **physical force used to injure someone or damage something**. Ask the class to create a list of violent acts they have heard about. Record their responses on the board.

Ask students to determine which acts they have listed are violent behavior against property and which are against persons. Remind the class that while some of the acts of violence they have identified are directed against property, this program will focus primarily on injury, or threat of injury, by one person to another.

Ask students to think about the consequences of violence in our society and in our schools.

- How might acts of violence affect the perpetrator?
- How might acts of violence affect the victim?
- How might acts of violence affect bystanders or those who witness violent behavior?
- How might acts of violence affect our communities and schools?

Next, ask the students to write a list of questions they would like to have answered during the study of this program. If you are having students keep journals, you may want them to complete this exercise there. Ask students to share their questions with the class.

1

What is your opinion about the causes of violence in our nation?

Lesson Overview

In this lesson, students will begin to explore their attitudes about violence and the causes of violence in our nation. Students will express and clarify their individual opinions about this issue. Students will explore the diversity of opinions among their classmates and will attempt to achieve group consensus on what might be the most common causes of violence in the United States.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. explain their individual opinions about what might be some of the causes of violence in our nation
2. describe the opinions of others in the class about the causes of violence
3. develop group consensus on what might be some of the most common causes of violence
4. explain why it is important to deal with the issue of violence in the schools

Preparation/Materials Required

Student text pp. 3-6

Teaching Procedures

A. Introducing the Lesson

Before beginning Lesson 1, you may want to establish some ground rules for group work and class discussions. Please see p. 3 of this guide for recommendations on conducting class discussions.

Begin the lesson by reminding students of the definition of violence they learned in the introduction to the text. Ask students to describe what words come to mind when they think of the word **violence**. Record their responses on the board.

B. Introductory Exercise

Identifying Opinions About Causes of Violence

Direct attention to "Identifying Opinions About Causes of Violence" on pp. 3-4 of the student text. Ask students to individually complete their responses to numbers 1 and 2. After they have completed their work, ask them whether or not any of the words they associated with violence in the introduction to the lesson appeared in number 2 in the text.

Ask students to share their responses to both numbers 1 and 2. If a student says that he or she thinks the cause of violence in the United States is related to, for example, television and movies, ask the student to

- clarify what he or she thinks this means
- cite examples that support his or her reasoning
- describe any information he or she might have read or heard about that led to this conclusion

You may want the class to complete number 2 by participating in an exercise called a "Continuum." If so, prepare five signs (Strongly Agree, Agree, Don't Know, Disagree, Strongly Disagree) and post them along one wall in the classroom in advance of the lesson. The continuum represents polar and intermediate positions on whether movies, for example, cause violence among young people.

Explain to the class that you are asking them to demonstrate their thinking about the causes of violence by physically taking a stand along the continuum. The picture on p. 5 of the student text illustrates how a continuum exercise works. You may want to direct attention to this illustration.

Begin the exercise by asking the class whether or not they think television and movies are a cause of violence in the United States. Next, ask students to take a position along the wall nearest the sign that most closely reflects their thinking. If your class is too large, select a smaller number of students (8-10) to respond to different items in the exercise, ensuring that all students have an opportunity to participate.

After students are in position, ask questions to help them clarify their stand on the continuum. For example:

- When you say you agree that a cause of violence is television and movies, what does that mean? What examples can you cite that have influenced your position?
- Why did you "agree" rather than "strongly agree?" When you say, "don't know," what questions would you like to ask (or what information would you like to have) to help you decide?

As students clarify their thinking about an issue, encourage them to change their positions along the continuum. Repeat the process and questioning sequence with the remaining items in the exercise.

Remember that the purpose of this introductory exercise is to help students understand and clarify their individual perceptions and attitudes toward the problem and causes of violence in our society. At this point they should not have to defend their positions or argue whether or not one person's position is more valid than another's.

C. Reading and Discussion

Exploring Opinions About Causes of Violence

For "Exploring Opinions About Causes of Violence" on p. 4 of the student text, have the class work in groups of five students each. Ask each group to select a recorder to keep notes on key points in their discussion and a spokesperson to share the group's responses with the class. All students, however, should keep notes on their discussion since they might be called on to assist the spokesperson.

Next write the words **consensus** and **dissent** on the board. Explain that the goal of this exercise is to reach a group consensus or agreement about which two or three words best represent the group's attitudes about the most common causes of violence in our nation. Individuals may dissent or disagree with the majority in their group. If a group cannot achieve consensus, ask individuals to note why they disagree with the majority opinion.

Have each group work together to complete numbers 1, 2, and 3. To encourage full participation, you may wish to distribute two 3 x 5 cards to each student. Each time a person speaks, he or she should hand a card to the group spokesperson. All cards must be used by the end of the group session. This learning technique will help maximize student participation. In addition it will reinforce the idea that each individual's opinion is important and should be valued.

D. Reading and Discussion

Sharing Opinions About Causes of Violence

Reassemble the class and ask each group spokesperson to explain their group's discussion and opinions. Students from other groups may question or comment on these reports. Encourage other group members to offer additional information that might help clarify or amplify the spokesperson's presentation. If the group was unable to reach a consensus of opinion, be sure to ask those with dissenting points of view to express them. Also encourage other students in the class to ask questions or offer comments on each group's report.

At the conclusion of the presentations, ask the class to determine which items were most frequently selected as the causes of violence in the United States. Ask the class to think about what factors might have influenced their thinking about the causes of violence in our society. Ask students to summarize this part of the class discussion in the space provided on p. 5 of the student text or on a separate piece of paper.

E. Concluding the Lesson

Re-thinking Your Opinion

To conclude the lesson, ask each student to record his or her opinion as directed in "Re-thinking Your Opinion" on p. 6 of the student text. Ask students to share their responses with the class. On the board, create a list of reasons the class thinks it is important for students to deal with the issue of violence in the schools. You may want to save this list for future reference or use when students are preparing their violence-prevention plans (Lesson 9) for Madison Middle School.

Direct attention to the illustration on p. 6 of the text. Ask the class to respond to the caption, "How might information about weapons and their misuse influence opinions about violence in our nation?"

Finally, ask students to reflect on the various positions they heard during the discussions. Ask them to answer the questions in "Reviewing and Using the Lesson" on p. 6 of the text. Have them share their responses with the class.

Have the class save their responses to the items in this lesson. After students examine the information on the causes and effects of violence presented in Lessons 3, 4, and 5, they should compare their earlier thinking on this issue with their responses after studying the statistical data.

2

How serious is the problem of violence at Madison Middle School?

Lesson Overview

In this lesson, students will be introduced to Madison Middle School. They will examine a series of incidents involving acts of violence and possession of weapons that occurred at this imaginary school. The class will determine what effects such acts of violence might have on students, teachers, administrators, parents, the school, and the community.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify incidents of violent behavior at a hypothetical middle school
2. describe how such acts of violence affect students, teachers, administrators, parents, and members of the community
3. explain the effects of such violence on the school itself and the community at large

Preparation/Materials Required

Student text pp. 7-11

Optional: Invite several community resource people, such as parents, police officers, businesspeople, school administrators, to the class. Please see p. 7 of this guide for recommendations on using community resource people in the classroom.

Teaching Procedures

A. Introducing the Lesson

To begin Lesson 2, direct attention to the illustration on p. 11 of the student text. Ask students to respond to the question in the caption, "How are students affected by violent incidents that take place off campus?"

Ask students to offer examples of acts of violence that have occurred in schools around the country that they have heard or read about in newspapers or magazines or seen on television. Ask students whether they think such examples are isolated events or common occurrences in our schools. Ask them to describe some effects they think such acts of violence might have nationally on our schools.

Explain to the class that during this lesson they will be examining the effects of violence on Madison Middle School and the community that it serves. Remind students that Madison Middle School is an imaginary school and may or may not reflect the schools in their community or their school in particular. Any resemblance to a specific school is coincidental. Remind students that many schools are safe and free from violence. As the teacher, you should decide in advance whether or not to encourage students to draw parallels, if any exist, to the situation in your school.

B. Reading and Discussion

Madison Middle School's Problem

Have the class read "Madison Middle School's Problem" on pp. 7-9 of the student text. While students complete their reading, draw a time line on the board listing the months of August, September, October, November, December, January, and February. Ask students to recall the incidents at Madison Middle School and record their responses next to the corresponding month. Ask them how they think students, teachers, and administrators might have felt after each event.

During the discussion, help students understand the interrelationship between the school and the community by examining specific characteristics of an incident. For example, some incidents such as the fight between siblings of older gang members might be related to circumstances within the community. Some incidents that occurred off campus might have a link to student behavior and attitudes at school.

Focus on the event reported during the month of January. Help students understand the distinction between assault and battery.

Focus attention on the "What do you think?" section on p. 9 that says, "Mr. Sampson wondered if all crimes at Madison had been reported. He wondered what types of crimes might not have been reported." List student responses on the board. Why do students think such events go unreported, especially incidents involving harassment and intimidation?

Ask the class to propose ways Mr. Sampson might encourage students to fairly and accurately report incidents of violence at Madison Middle School. During the discussion help students understand the following:

- Having information about the types of violence, where incidents occur, and who is involved is an essential component in planning strategies and policies to prevent violent behavior. For example, knowing the number and types of incidents that occur in restrooms can lead to improved monitoring or physical alterations to the facility.
- The least-reported acts of violence include harassment and intimidation. They are frequently the basis for more serious incidents because the victim(s) may eventually respond by fighting, or worse.
- Acts of violence generally involve perpetrator(s), victim(s), and bystanders. If time permits, explore with students the role bystanders might play in escalating the level of violence, especially during fights.

C. Problem Solving Exercise

Examining the Effects of the Problem

Have students work with a study partner or in small groups of five students each to complete the exercise, "Examining the Effects of the Problem," on pp. 10-11 of the student text. With the class, read the directions for completing the exercise. Allow adequate time for students to respond to the items in the exercise.

This lesson provides a prime opportunity to involve community resource people in the instructional process. The resource persons can participate in the small group discussions and in the class discussion at the conclusion of the lesson. The resource people can confirm what students believe are the effects of violence in the schools and can provide additional insights that the class otherwise might not consider. If resource people cannot visit the class, you might have students conduct interviews with people in the community that they can then share with the class.

Reassemble the class and ask students to share their responses. Record the responses on the board. Ask students whether or not other people, groups, or school activities such as sporting events or dances might be affected by the problem of violence at Madison Middle School. For example, besides the student injured in the drive-by shooting, who else in the community might have been affected by this event? Some possible responses might include

- bystanders (psychological and emotional effects)
- immediate and extended family members (psychological, emotional, and financial effects)
- employers (financial effects if the student has an after-school job or a family member has to miss work)
- taxpayers (the public cost for police, ambulance, and medical services, and the impact on the judicial system)
- medical personnel
- insurance companies and people who pay insurance premiums

D. Concluding the Lesson

To conclude the lesson, discuss the questions in "Reviewing and Using the Lesson" on p. 11 of the text. Then have students work individually or in small groups to create a diagram or chart illustrating the problem of violence at Madison Middle School and whom it affects.

In one column have students list the events at Madison Middle School. In an opposite column, ask them to list how the school is potentially affected by the event. Encourage students to refer to the list of effects recorded on the board earlier in the lesson.

Have the students share their diagrams and charts with the class. You may want to use them to initiate a bulletin board on the effects of violence on the schools and the community.

3

What can you learn from newspapers about the national problem of violence and violence in schools?

Lesson Overview

Many schools are safe and free from violence; however, Madison Middle School's problems with violence are common to many schools in our nation. In this lesson, students will begin to understand the scope of the national problem of violence in the schools. Students will examine several newspaper articles to determine how serious the problem is nationally and to explore some of the causes and effects of violence on young people and schools.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe the seriousness of the national problem of violence in the schools as reported in several newspaper articles
2. describe the causes and effects of violence in the schools as reported in several newspaper articles
3. describe some ways schools have responded to reduce violent behavior among students

Preparation/Materials Required

Student text pp. 12-19

Recent articles from newspapers and magazines

Optional: Invite a newspaper, radio, or television reporter to the class
A copy for each student of the "Newspaper Information Chart" on p. 28 of this guide

Teaching Procedures

A. Introducing the Lesson

To introduce the lesson, direct attention to the illustration on p. 13 of the student text. Ask students to respond to the question in the caption, "What might Madison Middle School students learn from newspapers about the national problem of violence in the schools?"

With the class, discuss the usefulness of newspapers as sources of information about the issue of violence in schools and in the community. You may want to discuss how the media in general helps shape our perceptions of the seriousness of the problem of violence.

B. Reading and Discussion

Analyzing Primary Source Materials

Before students read the news articles in this lesson, review with the class the questions in the "What do you think?" section on p. 18 of the student text. Then have students read the newspaper articles on pp. 13-17 of the student text.

- You may wish to ask students to list the key information presented in each article.
- You may want to photocopy the "Newspaper Information Chart" on p. 28 of this guide to assist students in analyzing the assigned newspaper articles.

After students complete their reading and analysis, ask them to respond to the questions in the "What do you think?" section on p. 18 of the student text.

You may want students to work in small groups. If so, divide the class into six groups and assign one newspaper article to each group. Have one student keep notes on the group's discussion. After the group reads its article, ask the members of the group to use the study chart to create a list of the key information presented in the article. Then have the group respond to the questions in the "What do you think?" section.

Lead a class discussion on the information presented in the newspaper articles. Draw a chart on the board with the following headings:

- types of violent acts reported
- possible causes for these acts of violence
- possible effects of these acts of violence
- responses or remedies suggested

Ask students to share the information they learned from the articles and record their answers in the corresponding categories listed on the board. The following chart provides a compilation, in no particular order, of the information in the articles.

Newspaper Information Chart

Acts reported	Causes	Effects	Responses or remedies
assault on and intimidation of teachers assault with a weapon carrying weapons to school extorting lunch money, purse snatching, and stealing clothes fist fights guns confiscated harassment by bullies holding students hostage rape shooting incidents student death by gun shot suicide threatening someone with a gun	abuse by parents drugs economic recession gangs increasing school populations that cause overcrowding in schools insults and name calling wanting to feel in control	deaths of students, teachers, and janitor injury to students and teachers psychological and emotional scars on students, teachers victim becomes a perpetrator	**responses:** arrest and criminal charges for murder juveniles stand trial as adults tolerating behavior such as bullying **remedies:** anti-drug programs assign security officers to schools crisis counselors help restore calm educate students on how to handle potentially violent situations metal detectors train staff in effective intervention programs train students in conflict resolution and human relations

C. Concluding the Lesson

Role-Playing an Interview

Divide the class into two groups, one to role-play news reporters and the other to role-play a student who has been a victim of violence, or who has received threats of violence, at Madison Middle School. Ask the students role-playing the victim to create a hypothetical act. Have the reporters prepare a set of questions to ask during the interview. If you have invited a resource person to the class, that person can assist the students in preparing their questions. Ask the students role-playing a victim of violence to prepare what they would like to tell the reporter about the incident.

After students have prepared their roles, pair students from each group and have them conduct the interview. At the conclusion, ask selected students to share their interviews with the class. During the discussion, ask the resource person to comment on how the students played their roles and how accurately they reported the information.

Finally, assign groups of students one of the three activities suggested in "Reviewing and Using the Lesson" on p. 19 of the student text. Students can share what they learn from these exercises during other lessons in this program.

D. Optional Critical Thinking Exercise

Analyzing Local Newspapers

Have the class work in small groups of three or five students to complete this exercise. To each group, distribute recent editions of the newspaper(s) in your community or provide newsmagazines. Ask students to collect articles reporting acts of violence in the schools and in the community.

For each article students locate, ask them to identify the potential cause(s) and effect(s) of the violent behavior on the school and community discussed in the article. Have the groups share their articles with the class. The articles may be used to initiate a bulletin board about violence as suggested in "Reviewing and Using the Lesson" on p. 19 of the student text. You may need to collect articles over a period of time or seek newspapers from other communities.

If you have invited a newspaper, radio, or television reporter to the class, ask the resource person to discuss the articles with the students and to establish some perspective on the extent and seriousness of the problem in your community. Whether or not the problem is a serious one, the resource person should help students understand community perceptions of the problem of violence and the psychological and emotional impact it may have on the community and the schools.

Students also may want to discuss with the resource person whether or not the news media creates an exaggerated sense of fear by the way they report violent acts. Students may want to know how a newspaper or television news program makes decisions about which events and what information to report. You may want the class to prepare questions for the resource person in advance of the visit.

Direct attention to the illustration on p. 19 of the text. Ask students to respond to the question in the caption, "Does the media influence violence by the way it portrays the problem?"

Student Handout 3-1

Title of Newspaper Article ____

Newspaper Information Chart			
Types of violent acts reported	Possible causes for this/these acts of violence	Possible effects of this/these acts of violence	Responses or remedies suggested to reduce or prevent this/these acts of violence

4

How serious is violence in the nation? How can we use statistics to help answer this question?

Lesson Overview

Mr. Sampson, the principal of Madison Middle School, has seen the effects of violence in his school. He wanted to learn more about the national problem of violence in the schools.

In this lesson, students will examine recent statistical data related to youth violence in the United States. Using a variety of sources, students will learn more about the extent of the problem and the effects of weapons and violence on young people. Students will further identify possible causes of violence.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. use statistical data to describe the extent of the problem of violence in the schools
2. use statistical data to describe the increase of violence among youth
3. use statistical data to infer the causes of violence among juveniles
4. use statistical data to describe the effects of violence on juveniles
5. identify sources in the school and community that might help them gather additional information about the problem of violence

Preparation/Materials Required

Student text pp. 20-27

Chart paper and markers

Teaching Procedures

A. Introducing the Lesson

Have the students read the introduction to the lesson on pp. 20-21 of the student text. Check that students understand the meaning of the term **statistics** as explained in the student text. With the class, discuss the importance of critically analyzing statistical data to better understand what the figures mean.

Explain to students the importance of knowing who gathered the information, when and how it was gathered and compiled, and how it is being used. For example, why might a police department

- use statistics to show that crime is increasing?
- use statistics to show that crime is decreasing?

Direct attention to the illustration on p. 21 of the text. Ask students to respond to the question in the caption, "How might Mr. Sampson determine whether statistical information comes from a reliable source?"

While the statistical data in this lesson may at times seem overwhelming, it is important to maintain perspective. In a lengthy article entitled, "Explosion in Crime Powerful—But False," the *San Jose Mercury* (February 13, 1994) reported that

> The most reliable national crime figures available indicate that serious crime across the country has occurred much less frequently since the record-setting years of the early 1980s. Unquestionably, in the most beleaguered pockets of poor, mostly black, urban America, the statistics bear out the country's concerns. Crime is increasingly more assaultive. It is more likely to involve guns. It is more likely to involve teenagers. It is more likely to involve drugs.

Thus, while recent reports show that crime with some exceptions may be decreasing, the figures also show that crime is becoming more violent and involving more young people.

To help students maintain perspective on the statistics on violence in the schools, remind them about the following:

- There are 83,425 public schools and 29,734 private schools in the United States.

- In 1991 it was estimated that there were 46 million students, kindergarten through 12th grade, enrolled in the nation's public schools.

Remind your class that students and schools do many good things. For example:

- Today 82 percent of students graduate from high school, compared with 62 percent in 1954.
- The dropout rate has decreased from 15 percent in 1970 to 12.7 percent in 1992.
- The percentage of students taking academic courses has increased to 65.5 percent compared with 57 percent in 1961.
- SAT and ACT scores are higher, including a dramatic increase in the number of minority and low-income students now taking these tests.
- Twenty-three percent of high school graduates now continue on to receive a college degree compared with 6 percent in 1940.

Before introducing the critical thinking exercise that follows, ask the class to create a list of things students think are positive about schools in general or your school in particular, especially in the area of school safety. Also ask the class to think about the good things students do while in school.

The statistical data presented in this and the following lesson is intended to help students understand the following:

- We have a problem with violence in our society.
- The problem is entering our schools.
- The problem of violence in our schools is growing.

Stress that while most schools are safe, we as a society have an important interest in preventing violence in the schools and in the community. The research suggests that, on the average, students who fear for their physical safety

- have fewer friends in school and less social support at home than non-apprehensive students
- receive lower grades
- are more likely to rate themselves below average in reading ability
- tend to dislike school, teachers, and other students
  (Adapted from Wayne, I. and R. J. Rubel, "Student Fear in Secondary Schools," *Urban Review*. Spring, 1982.)

You may want to remind students that the information in Lessons 4 and 5 should not cause them to fear unnecessarily for their personal safety at their school.

B. Critical Thinking Exercises

How serious is the violence problem?
How dangerous are weapons to teenagers?
Are juveniles victims of violence?

Post the following three statements on the board:

- There is a problem with violence in the United States.
- There is a problem with violence in our schools.
- The problem with violence among our youth is increasing.

Have the class work in groups of three to five students. Ask the students to review the statistical data presented on pp. 21-24 of the student text. Ask the groups to use the statistical data to support each of the statements you have posted on the board. Students should examine each statistic and record it with the statement they believe it supports. If they determine that a particular statistic does not support any of the statements, then they should not use it.

You may want to distribute a sheet of chart paper and markers to each group to record their responses. Allow adequate time for students to complete the exercise. After the groups finish the exercise, ask them to share their work with the class.

As students are presenting their work, engage the class in critically analyzing the data in this lesson. For example, students read, "About 3 million crimes occur on or near school property each year." Ask students to examine the date of the information and whether or not they believe that it is from a reliable source. Also ask students to analyze what the information means. For instance, the above example cites 3 million "crimes," a broad category that probably includes vandalism, theft, drug use, etc., in addition to acts of violence against persons.

You also may want students to understand that people disagree about which crimes are acts of violence. Some would classify all crimes as acts of violence. Others might say that acts of violence only include crimes against persons. Also, in the example above, the data neither reveals who is committing the crimes (a large percentage of violent acts on campuses are committed by off-campus persons, including drive-by shootings) nor does it break down how many crimes occurred on campus and how many occurred "near school property."

Students also should examine the data in terms of perspective. For example, "Almost 8 percent of urban middle school and senior high school students miss at least one day of school a month. . . because they are afraid to go to school." Indeed, this is an alarming statistic because no child should fear for his or her personal safety anywhere, especially at school. However, when we examine the flip side of this statistic, we note the following:

- Ninety-two percent of middle- and high-school students do not report missing school because they are afraid.
- The example above does not break down what percentage of students fear for their safety traveling to and from school or what percentage fear for their safety on the school campus itself.
- This statement does not reveal how many students attend school even though they are afraid.

Ask students to identify which statistics they did not use to support any of the three statements they were asked to support during this lesson. Ask students to cite reasons they elected not to use that information.

At the conclusion of the discussion, ask students to pretend that they are students at Madison Middle School. Ask them to write a report to Mr. Sampson explaining what they have learned about the extent of the problem of violence in the schools. The report should be two or three paragraphs in length and titled, "How extensive is the problem of violence in the schools?" Encourage students to use the statistical information in the lesson, as well as what they learned during class discussion, to support their positions. Ask students to share their work with the class.

C. Critical Thinking Exercises

What are some causes of violence? What are some other possible causes of violence in our society and in our schools?

Have students work with a study partner to complete the critical thinking exercises, "What are some causes of violence?" and "What are some other possible causes of violence in our society and in our schools?" on p. 25 of the student text.

Explain to the class that the statistical data presented in this lesson can help them make inferences about some of the common causes of violence in our nation. For example, if students check "availability of weapons" as a cause of violence, they should support their reasoning with the statistical data offered in the lesson. This can be done on a separate sheet of paper.

Have students read and complete the second exercise, "What are some other possible causes of violence in our society and in our schools?" Ask students to create a list of other things that they think might cause violence in our nation, such as family values, popular music, the judicial system, and so on.

After students have finished their work, ask them to share their responses and reasoning in these two exercises with the class. You may want students to compare the ideas generated in this lesson with the opinions students expressed in Lesson 1.

- Does the statistical data validate their initial opinions?
- Have their opinions changed? Why or why not?

D. Reading and Discussion

How serious is the problem at Madison Middle School?

Direct attention to the illustration on p. 24 of the text. Ask students to respond to the question in the caption, "Where on campus might students be more likely to fear acts of violence?"

Have the class read "How serious is the problem at Madison Middle School?" on pp. 25-26 of the student text. With the class, discuss the importance of investigating and determining the extent of a problem before crafting a solution.

Direct attention to the illustration on p. 26 of the text. Ask students to respond to the question in the caption, "What resources at school and in the community might Mr. Sampson and the students use to gather information?"

E. Critical Thinking Exercise

How would you gather information?

Have students work with a study partner to read and respond to the questions in "How would you gather information?" on pp. 26-27 of the student text. Remind the class that they are pretending to be students at Madison Middle School. After students have completed the exercise, ask them to share their work with the class.

F. Concluding the Lesson

Have students complete one or all of the exercises suggested in "Reviewing and Using the Lesson" on p. 27 of the student text. Students may work individually or in small groups.

As indicated in number 4, you may want the class to develop a survey questionnaire and to poll the students, faculty, and administration of your school about their perceptions of the problem of violence in the schools. This can be a valuable lesson illustrating how to gather and analyze statistical data. You may want to enlist a math teacher to assist your class in tabulating the results. You also might use the information gathered to compare your school with Madison Middle school.

5

What are some other ways to gather information about violence in our nation and its schools?

Lesson Overview

Some of the material Mr. Sampson used to learn about the problem of violence in the schools included graphs, charts, and other visual presentations of information. In this lesson, students will learn to use graphs and illustrated charts to make generalizations about the problem of violence. Students also will learn to use editorial cartoons, signs, and posters to infer contemporary community attitudes and feelings about violence in the schools.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. use charts and graphs to make generalizations about the problem of violence
2. use cartoons, signs, and posters to infer current community views about the problem of violence

Preparation/Materials Required

Student text pp. 28-39

Poster or chart paper and markers

Teaching Procedures

A. Introducing the Lesson

Have the class read the introduction to the lesson on p. 28 of the student text. The purpose and uses of graphs and charts is to create visual images of statistical data and information. Discuss how graphs, charts, and other visual representations can help us better understand a problem.

B. Critical Thinking Exercise

Analyzing Charts and Graphs

Direct attention to the graph on p. 29 of the student text. Have students work with a study partner to respond to the questions that accompany the graph. Before students begin their work, review the information illustrated on the graph. Be sure students understand the age distributions, the percentage of persons who have been victims of homicides, and the legend explaining the bars used in the graph.

At the conclusion of their work, ask students to share their responses with the class. During the discussion, help students understand that sometimes graphs raise additional questions that need further research. Have students complete the questions on p. 30 and discuss their responses with the class.

C. Critical Thinking Exercise

Using Graphs and Illustrated Charts to Develop a Generalization
Using Posters and Signs to Make Inferences
Identifying Main Ideas

Have the class read "Using Graphs and Illustrated Charts to Develop a Generalization," "Using Posters and Signs to Make Inferences," and "Identifying Main Ideas" on pp. 31-37 of the student text. Help students understand the term **generalization** as well as the chart and sample generalization offered in this section. Then help students understand the terms **inference**, **main idea**, and **caption**. These are terms students will use in analyzing the other visuals in this lesson. Also help students understand the distinctions among graphs, illustrated charts, posters and signs, cartoons, and newspaper headlines.

Divide the class into six groups to complete the exercises. Assign each group one of the remaining visuals. Have each group examine their assigned visual and respond to the question that accompanies it. After all groups have completed their work, ask them to share their responses with the class.

D. Concluding the Lesson

To conclude the lesson, ask students to respond to the questions in the "What do you think?" section on p. 38 of the text. Discuss their responses with the class.

Finally, have the students create their own poster, cartoon, or sign related to the problem of violence by working in cooperative, small-group settings. Divide the class into groups of five students each. Distribute one sheet of chart paper to each group. Distribute one marker of a different color (black, red, blue, green, purple) to each student in the group.

Explain to the class that their visuals must incorporate all the colors assigned to the group. During the drawing process, a student may use only the marker specifically assigned to him or her. For example, every part of the illustration that needs to be in red can be drawn only by the student in the group who has been assigned the red marker. Allow adequate time for the groups to complete their work and then have them share their illustrations with the class.

Have students complete any or all of the exercises in "Reviewing and Using the Lesson" on p. 39 of the student text. You may have students work individually or in small groups to complete these exercises. Have the students share their work with the class.

6

How can we find solutions to the problems of school violence?

Lesson Overview

Mr. Sampson's research suggested that his school had a problem with violence. Before crafting a solution, he decided the next step was to investigate what other schools were doing to decrease and prevent violence.

In this lesson, students will examine several school and community programs designed to decrease and prevent violence in the schools. Then students will determine whether these programs might be effective in dealing with the problem at Madison Middle School. Students will role-play a third-party mediation exercise illustrating how this method of conflict resolution works. The lesson will help students generate ideas that might be useful in designing their violence-prevention plan for Madison Middle School (Lesson 9).

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe several school and community programs designed to decrease and prevent violence among youth
2. analyze several programs to determine whether they might be effective in reducing violence at Madison Middle School
3. examine, through a role-play exercise, third-party mediation to determine whether it provides effective methods for Madison Middle School students to use in resolving conflicts

Preparation/Materials Required

Student text pp. 40-50

Copies of the student handout, "Instructions for Mediators," on p. 44 of this guide

Optional: Invite a community resource person, such as a lawyer or another person who has mediation experience, to the class

Teaching Procedures

A. Introducing the Lesson

Introduce the lesson by asking the class to suggest some potential solutions that they may know or have heard about that might help reduce violence at Madison Middle School. Record their responses on the board.

B. Reading and Discussion

Have the class read the material pp. 40-42 in the student text. After students have completed their reading, ask them to identify some of the programs and actions other schools have used to decrease and prevent violence. Record their responses on the board.

During the discussion, help students understand the various programs presented in the student text. Help students understand that these programs have met with varying degrees of success and that probably no program alone can effectively accomplish the task of reducing or preventing violence in the schools.

To review the reading material, direct attention to the illustrations on pp. 40, 41, 42, 44, and 47. Ask students to respond to the questions in the captions:

- How might mentoring and tutoring programs help prevent violence at Madison Middle School?
- How might after-school and weekend recreational programs help prevent violence at Madison Middle School?
- How might school-community service programs help prevent violence at Madison Middle School?
- How might parent or community volunteers help prevent violence at Madison Middle School?
- How might exploring alternative solutions to a dispute help Madison Middle School students reach an agreement through mediation?

At the conclusion of the discussion, ask students to propose additional programs they have heard or thought about, such as the following:

- parent volunteers in school academic programs and activities

- effective parenting classes for adults who have children in school
- character-education programs that teach students about fairness and responsibility
- nuisance-abatement plans to help protect the school and its access routes from negative influences in the community such as gangs or drug houses
- opportunities for students to participate in and make decisions about school governance, including teen courts
- "boot camps" for students with discipline problems

C. Critical Thinking Exercise

Proposals for Decreasing Violence

Explain to the class that Mr. Sampson invited a variety of individuals to serve on a committee to evaluate potential violence-prevention programs for Madison Middle School. Remind students that the problem affects many different people; therefore, everyone involved should share the responsibility of finding and implementing a solution.

Explain to the class that they will now role-play that committee. Divide the class into small groups of five students each. Assign students in each group to play the roles of various committee members:

- student
- parent
- teacher
- school support staff
- community member

Before beginning the exercise, help students define their roles by discussing some interests and perspectives the various members might bring to the committee.

Instruct the groups to examine the proposals listed on pp. 43-44 in the student text. Ask the groups to decide whether they would support each proposal and to explain their reasoning. You may have the groups record their responses in the spaces provided in the student text, on separate sheets of paper, or on chart paper. After the groups have completed their evaluation of the proposals, ask them to prepare a written recommendation from the group to Mr. Sampson. Encourage students to offer any additional proposals that they would like Mr. Sampson to consider. To conclude the exercise, have the groups share their work with the class. Then post the written recommendations on the bulletin board.

D. Reading and Discussion

Learning More About Ways to Peacefully Resolve Conflicts
Madison Middle School Explores Peer Mediation

Have the class read "Learning More About Ways to Peacefully Resolve Conflicts" on p. 45 and "Madison Middle School Explores Peer Mediation" on pp. 45-46 in the student text. Explain to the class that this material will help them better understand the nature of conflict resolution programs so they can make better informed decisions about whether to recommend these types of programs in their violence-prevention plan for Madison Middle School. With the class, discuss what they might expect to gain from a program designed to help students learn to deal with anger and maintain better social relationships.

Help students understand the term **mediation** as discussed in the text and the role of a third-party, or peer mediator. You may want to compare mediation with a civil court case where a third party, the judge or jury, listens to the disputants, applies the law, and then imposes a decision in which usually one party wins and the other loses. In mediation, the disputing parties come together and, with the aid of a third party mediator, create a solution from which both can mutually benefit. Stress the four requirements for a successful mediation discussed on p. 46 of the student text.

E. Critical Thinking Exercise

Steps in a Typical Mediation Session
A Student Mediation Session Tryout

Explain to the class that during this exercise they will role-play a mediation session so that they can better understand the advantages and disadvantages of mediation programs. To prepare for the role-play, have the class read "Steps in a Typical Mediation Session" on pp. 46-48 of the student text. Outline the six steps on the board and check that students understand what should occur during each step in the mediation process.

Direct attention to the illustration on p. 48 of the student text. Ask students to respond to the question in the caption, "What are some rules mediating parties should follow during a session?"

Have the class read "A Student Mediation Session Tryout" on pp. 48-49 of the text. Ask students to recall the facts in the dispute. Record their responses on the board. Do not allow students to assign blame or reach any conclusions while they are reciting the facts in the dispute.

Divide the class into three equal groups to play the following roles:

- mediator
- Mike
- Jon

Allow time for the three groups to meet and prepare their roles. The groups role-playing Mike and Jon should identify their positions on the issues in the dispute and areas of potential compromise. Give the group role-playing mediators a copy of the "Instructions for Mediators" on pp. 44 in this guide. Have the mediators read their instructions and prepare for the mediation session.

To conduct the mediation exercise, divide the class into triads (groups of three students) to include a mediator, Mike, and Jon. Multiple triads will be in session simultaneously; thus, every student can actively participate in the exercise. Once the triads are assembled, instruct the mediators to begin the session in their groups. During the exercise, carefully monitor the progress of the various group sessions.

After groups have completed their mediation session, have the students share their experiences with the class.

- What solutions did the various groups reach? If a group was unable to settle the dispute, what were the reasons?
- How do the students playing Mike and Jon feel about the solution and the process used to reach it?
- What was it like being a mediator?

Then ask the class to evaluate the mediation process.

- What might be some of the advantages of using mediation to settle this dispute? What might be some of the disadvantages?
- What might be some obstacles to implementing a mediation program?
- Would the class recommend that a mediation program be adopted at Madison Middle School? Why or why not?

F. Concluding the Lesson

Have the students examine Juan and Susan's poster on p. 49 of the student text.

- Do the steps Juan and Susan outlined on their poster effectively represent what the class experienced during the mediation session?
- What might be some positive ways to use this poster?

Ask students to respond to the question in the caption, "How might translating Juan and Susan's poster into another language be useful in helping people learn ways to resolve conflict peaceably?"

Have students respond to the questions in "Reviewing and Using the Lesson" on p. 50 of the student text. You may have students work individually or in small groups to complete these exercises. Have the students share their work with the class.

Student Handout 6-1

Instructions for Mediators

1. Help the parties relax. Explain the mediation process and the rules to be observed. Ask the parties the following questions:
   - Do they both want to settle the dispute?
   - Are they willing to let you assist them in arriving at a solution?
   - Are they willing to focus on the problem and not other issues or past problems?
   - Are they willing to abide by the solution they both reach?

   Give the parties an opportunity to ask questions and remind them that they can speak openly. Tell the parties that your role is not to make a decision, but to help both parties reach a mutual agreement. Tell them that you will not take sides.

2. Help the parties tell about the dispute. Ask open-ended questions such as, "What happened next?" Listen carefully. No one should interrupt while another person is speaking. Help summarize each party's views and check their understanding of the facts and issues in the dispute.

3. Do not try to determine who is at fault. Do not give advice or make judgments about anyone's behavior.

4. Look for concerns and interests the parties have in common. Use these to help them see the good in their relationship. Remind them that they may want to maintain a future relationship.

5. Help the parties identify their present and future interests.

6. Help the parties identify ways to settle their dispute.

7. Help the parties think about how they will relate to each other in the future. Focus on the positive aspects of settling the dispute. If possible, help them see the consequences of not settling.

8. Help the parties write an agreement that is clear and specifically lists the responsibilities of each party.

7

What makes a good rule?

Lesson Overview

Mr. Sampson decided that he wanted to revise the Madison Middle School Student Code of Conduct. He appointed a committee of students, parents, administrators, and community members to work on the task.

In this lesson, students will examine several problems and the rules designed to remedy them. Students will learn to evaluate rules in a systematic way by applying a set of criteria useful in determining whether a rule is a good one or whether it should be changed. The process presented in this lesson will be useful when students create their violence-prevention plan for Madison Middle School (Lesson 9).

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify the characteristics of a good rule or law
2. evaluate rules and laws using the criteria learned in this lesson

Preparation/Materials Required

Student text pp. 51-55

Optional: Invite your school principal to the class

A copy of the "Madison Middle School Code of Conduct" on p. 49 of this guide

Teaching Procedures

A. Introducing the Lesson

Begin the lesson by directing attention to the illustrations on p. 53 and p. 54. Ask students to respond to the questions in the captions, "What information might be helpful in deciding whether the rules at Madison Middle School are effective and fair?" "How might Mr. Sampson balance students' rights to privacy with the school's responsibility to keep students safe?"

B. Critical Thinking Exercise

What ideas are useful in making good rules?

Have the class read "What ideas are useful in making good rules?" on p. 51 of the student text. With the class, review Mr. Sampson's criteria for determining what makes a good rule, "How can you evaluate a rule?" on p. 52 of the text. Help students understand that before they can evaluate a rule they should understand the purpose of the rule, alternative ways of dealing with the problem, and the possible consequences of the rule (including which consequences might be advantages and which might be disadvantages).

Draw a chart on the board similar to the "What makes a good rule?" chart on p. 55 of the student text. Using the questions in "How can you evaluate a rule?" evaluate each of the seven situations presented in "Situations and Rules for Evaluation" on pp. 52-54. You may wish to begin as follows:

- Read the rule made by Mrs. Williams, "Students caught fighting on the school campus will have to spend every lunch period and two hours after school in a detention room until they graduate from senior high school."
- Ask students why they think Mrs. Williams made this rule. Help students understand that the purpose of the rule was to prevent students from fighting during lunch period. What other things might Mrs. Williams have done to achieve the same goal?
- Next, ask students what the consequences of her rule might be. For example:
    - The school would have to pay someone to supervise the detention room.
    - The school might have to find transportation for the students who are kept in detention after school.
    - The middle school would need to get full cooperation from the senior high school to enforce the rule.
    - The penalties for violating the rule might be so severe that it might accomplish its intended purpose.

- Ask students which of the consequences they have identified might be advantages and which might be disadvantages.
- Ask students to examine the strengths and weaknesses of the rule. Is the rule fair? Is the rule easy to understand? (See number 5 on p. 52 of the student text for the complete list of possible strengths and weaknesses.)
- Ask students, "Would you keep the rule as it is, change it, or do away with it? Why?" Encourage students to support their opinions with reasoning.
- Finally, have students fill in the spaces in the first column of the chart that you drew on the board at the beginning of the lesson. Under "Weakness," for example, students might say the rule is not fair and that the punishment it imposes is excessive. Then have students complete the second column, "A good rule should." Students might say that a good rule should be fair and not call for excessive punishment.

Evaluate the other rules in a similar manner. As an alternative, you may wish to divide the class into six groups. Assign each group one of the remaining examples in the text. Members of each group should evaluate the rule assigned to them according to the questions found on p. 52 of their texts. One member of the group should be responsible for recording the group's responses.

After the groups have completed their work, ask a spokesperson from each group to read and explain the group's answers to the class. Use each group's responses to complete the chart on the board.

The completed chart might be similar to the following:

WHAT MAKES A GOOD RULE?

Rule	Weakness	A good rule should
1	not fair excessive punishment	be fair and not call for excessive punishment
2	cannot be understood	be easy to understand
3	too vague	be specific
4	violates basic rights	not violate basic rights
5	cruel and unreasonable	be appropriate and reasonable
6	no relation to the problem	be well designed to achieve its purpose
7	discriminatory	not discriminate

C. Concluding the Lesson

To conclude the lesson, ask students what ideas they have learned in this lesson that might be useful in making school rules about violence. You may wish to continue the discussion by asking students to apply the criteria presented in this lesson to actual class rules, school rules, or other sets of rules. The student handout on p. 49 of this guide includes some hypothetical rules from the Madison Middle School Code of Conduct. You may want students to apply what they learned in this lesson to analyze Madison's Code of Conduct.

Students can examine Madison Middle School's Code of Conduct by working as a class or with one other student. Have partners work together to evaluate the rules according to the criteria introduced in this lesson. Subsequently, each team should complete a chart similar to the one found on p. 55 of the student text. Have students share their work with the class.

Finally, have students respond to the questions in "Reviewing and Using the Lesson" on p. 55 of the student text.

Student Handout 7-1

Madison Middle School Code of Conduct

1. Bikes may be ridden through the parking lot but must be walked on campus at all times.

2. Students are expected to respect the rights of Madison Middle School's neighbors.

3. Non-students may not be on campus between 7:00 a.m. and 3:00 p.m. Visitor's passes will not be issued.

4. All students are expected to wear neat and appropriate dress. Metal jewelry with sharp points and clothing, headgear, or symbols associated with group intimidation are not permitted.

5. Students who leave class during the period for any reason must have a hall pass.

6. Students are expected to show proper respect for all staff and fellow students.

7. Students who vandalize school property will be subject to disciplinary action that will include a semester of social probation.

8. Radios, tape decks, and electronic games are not permitted on campus. All staff reserve the right to confiscate them until the end of the school day.

I have read all the information on this sheet and understand the content.

Print your name ______________________________ Grade __________________

Student Signature ______________________________ Date __________________

Parent Signature ______________________________ Date __________________

8

What should you consider in creating a plan to prevent violence at Madison Middle School?

Lesson Overview

Mr. Sampson decided to enlist the support of the whole school in solving the problem of violence at Madison Middle School. To do so, he made a list of some responsibilities the school had in dealing with school violence.

In this lesson, students will learn the school's responsibilities such as enforcing rules and maintaining a safe campus. Mr. Sampson asked students to make suggestions about how Madison Middle School might fulfill each responsibility. In this lesson, students will evaluate the proposals made by several Madison Middle School students.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe the problem of violence in the schools as the joint responsibility of students, teachers, administrators, parents, and the community
2. identify the various responsibilities of the school in dealing with school violence
3. evaluate proposals aimed at dealing with the problem to determine whether or not they might help the school achieve its responsibilities
4. explain how fulfilling one set of responsibilities might conflict with other responsibilities or with the rights of individual citizens

Preparation/Materials Required

Student text pp. 56-68

Optional: Invite your school principal to the class

A copy for each student of the "United States Constitution and Bill of Rights," "Case Studies on the Bill of Rights," and "United States Supreme Court Rulings" on pp. 56-58 of this guide

Teaching Procedures

A. Introducing the Lesson

With the class, discuss who should have responsibility for helping solve the problem of violence at Madison Middle School. Help students understand that all parties involved with the school, including the community, have a responsibility to provide a drug-free and safe learning environment for all students.

Direct attention to the illustration on p. 57. Ask students to respond to the question in the caption, "What are some of the advantages of a safe and disciplined learning environment?"

B. Reading and Discussion

The School's Responsibilities

Have the class read the introductory paragraph on p. 56 of the student text. While they are reading, post the following responsibilities on the board:

1. fair and reasonable rules
2. fair administration of rules and laws
3. fair enforcement of rules and laws
4. fair management of conflicts over the rules
5. fair treatment of students found guilty of breaking rules
6. maintaining a safe campus
7. community protection
8. educational programs

Divide the class into eight groups. Assign each group one of the responsibilities you posted on the board. Ask the groups to read the material concerning their responsibility and prepare a brief presentation to the class explaining that responsibility.

Allow adequate time for the groups to complete their work. Then have each group present the information to the class. As the groups are presenting, record pertinent information next to the corresponding responsibility posted on the board.

At the conclusion of the presentations, ask students to make recommendations about what might be done to help the school meet each of its responsibilities. The following are some suggestions for discussion:

1. **Fair and reasonable rules**
   - What are some specific rules that would protect students from people who might carry weapons or commit violent acts?
   - What might be done to ensure that the rules are fair and reasonable?

2. **Fair administration of rules and laws**
   - What opportunities might be provided for students to voice their opinions and to assist in making the rules and laws?
   - What might be done to ensure that other students understand the rules and laws and the reasons they exist?
   - Direct attention to the illustration on p. 58. Ask students to respond to the question in the caption, "How might giving students an opportunity to make suggestions about rules make the school a better place?"

3. **Fair enforcement of rules and laws**
   - What methods might students suggest for enforcing the rules and laws, such as discovering students who are breaking the law, confiscating weapons, and disciplining students?
   - What might be done to ensure that enforcement of the rules and laws is accomplished in a fair and reasonable manner?
   - Direct attention to the illustration on p. 59. Ask students to respond to the question in the caption, "How might teachers and administrators fairly enforce rules and laws?"

4. **Fair management of conflicts over the rules**
   - What procedures might they suggest for managing conflicts over rules and laws and for dealing with students accused of breaking them?
   - What might be done to ensure that
     - students who violate the rules are informed of the charges against them?
     - they have an opportunity to respond to the charges?

  - others are allowed to speak in their behalf?
  - decisions are made in a fair manner?
- Direct attention to the illustration on p. 60. Ask students to respond to the question in the caption, "What might be a reasonable cause for searching someone in school?"

5. **Fair treatment of students found guilty of breaking rules**

- What might be done to ensure that the punishment imposed on those who violate the rules fairly corrects the wrong or injury that has occurred?
- How might the punishment imposed prevent those students from harming others again?
- How might they discourage others from similar behavior?

6. **Maintaining a safe campus**

- What security measures might the school implement to protect students from other students?
- What measures might the school implement to keep uninvited visitors from coming onto campus?
- Where on campus do students feel safe? Where do they feel less safe? What might be done to correct problem areas on campus? What modifications might be made to the building itself?
- Direct attention to the illustration on p. 61. Ask students to respond to the question in the caption, "How might Madison Middle School students be protected from uninvited visitors?"

7. **Community protection**

- What might the school do to protect and promote the safety of the community in which it is located?
- How might administrators and teachers inform parents and law enforcement agencies about problems they know or hear about?
- Direct attention to the illustration on p. 62. Ask students to respond to the question in the caption, "What are some ways to protect students while they are traveling to and from school?"

8. **Educational programs**

- What educational programs might the school implement to help students cope with issues of violence?
- What might be some crisis management plans the school might implement to prevent violence on campus?

Finally, you may wish to have students suggest additions or changes to Mr. Sampson's list of school responsibilities.

During the discussion of responsibilities 1 through 5, you may want to develop students' understanding of the constitutional provisions that require those in positions of authority to respect the rights of individuals. Citizens of the United States have the constitutional right to be protected from unreasonable search and seizure and the right to due process. It is important that students observe these constitutional mandates when designing their violence-prevention plans and applying the "Constitutionality Checklist" in Lesson 9.

The student handouts that can be found on pp. 56-58 of this guide can help students learn more about the First, Fifth, and Fourteenth Amendments to the Constitution and some relevant Supreme Court cases that define how such protections apply in a school environment.

Review the constitutional amendments with the class. Then have the students work with a partner to respond to the problems on the case study sheet. Ask them to share their responses with the class. Finally, review and discuss the United States Supreme Court rulings with the class. Help students understand the level of constitutional protections that apply to schools.

C. Critical Thinking Exercise

Evaluating Solutions for Helping the School Fulfill Its Responsibilities

After reading "Evaluating Solutions for Helping the School Fulfill Its Responsibilities" on p. 63 with the class, divide the students into six groups. Assign each group one proposal to evaluate using the "Evaluation Form" on pp. 64-68 of the student text. Allow adequate time for the groups to complete the exercise. When the groups have finished their work, ask them to share their responses with the class. Finally, discuss the students' conclusions with the class.

- Would they support the proposal, modify it in any way, or reject it?
- What reasoning supports their recommendations?

D. Concluding the Lesson

To conclude the lesson, have the students write a brief report to Mr. Sampson explaining what the class thought of the proposals offered by Madison Middle School students. Ask the students to place their opinions in priority order, best being first. Encourage students to include other proposals that they might have thought of during class discussion. They should explain why Mr. Sampson should consider such additional proposals.

You may have students work individually or in small groups to complete the other exercises suggested in "Reviewing and Using the Lesson" on p. 68 of the student text. Have the students share their work with the class.

Student Handout 8-1

United States Constitution and Bill of Rights

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press . . . .

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

. . . nor [shall any person] be deprived of life, liberty, or property, without due process of law . . . .

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial . . . to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment XIV

. . . nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Student Handout 8-2

Case Studies on the Bill of Rights

Read each of the cases below. First determine which amendment applies in the case. Then explain how you would decide the case and your reasons.

1. Matthew Fraser was disciplined for delivering a speech to fellow students that school officials considered offensive and indecent. Matthew claimed that the discipline violated his constitutional rights.

2. T.L.O. was a junior high student suspected by a teacher of smoking in the girls' bathroom. When T.L.O. denied that she had been smoking, the assistant principal opened her purse and found not only cigarettes, but also rolling papers, a small quantity of marijuana, and notes indicating she had been selling marijuana to fellow students. T.L.O. claimed that her suspension from school violated her rights.

3. Several public high school students were suspended from school for up to ten days for misconduct. School officials refused to give the students a hearing to determine the facts prior to suspension. The students claimed that the suspension without a hearing deprived them of an education in violation of their rights.

Student Handout 8-3

United States Supreme Court Rulings

Case #1

Bethel School District No. 403 v. Fraser, 474 U.S. 814 (1986)

The United States Supreme Court ruled that students in public schools do not have the same protections as adults in the use of offensive forms of speech. The Court said that prohibition of the use of vulgar and offensive terms in public discourse is an appropriate function of public education.

Case #2

New Jersey v. T.L.O., 105 U.S. 733 (1985)

The Supreme Court found that students do have a constitutionally protected expectation of privacy. However, the Court ruled that a warrant need not be obtained prior to a search inside a school. The justices said that requiring warrants might interfere with the need for swift and informal disciplinary procedures in the schools. In addition, the Court lowered the level of suspicion required to authorize a search from "probable cause" to "reasonable cause." The Court said that the lower standard provided an appropriate balance between the need to maintain order and discipline in the school and the interests of students in protecting their privacy. Thus, a search in school is justified if reasonable grounds exist that the search will uncover evidence of a violation of criminal law or a school rule or regulation.

Case #3

Goss v. Lopez, 419 U.S. 565 (1975)

The Court upheld the suspension of the students. The Court concluded that the Constitution requires that "some kind of notice. . . and some kind of hearing" be given to students before they are suspended, but that the hearing that is required can be quite informal. Even a meeting between the student and the person applying the disciplinary measures is adequate, as long as the student is informed of the charges and is given an opportunity to tell his or her side of the story.

9

How can your class develop a violence-prevention plan for Madison Middle School?

Lesson Overview

Mr. Sampson believed that students could recommend some good solutions to the problem of violence in Madison Middle School. If students helped make the plan, they would have a better understanding and respect for it.

In this culminating lesson, students will synthesize and evaluate what they have learned during the previous eight lessons by creating a plan for decreasing and preventing violence at Madison Middle School. The plan will include the following components: **prevention, discovery, and remedies.** First students will work in small groups to develop suggestions to address the components of the plan. Then the class will reconvene to devise a final plan and to evaluate that plan according to criteria established in the lesson. Students will be encouraged to present their plan to the school principal and other interested staff, student government, and members of the community.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify several things a school can do to decrease and prevent school violence
2. identify several things a school can do to determine who is responsible for acts of violence on campus and ways of responding to those acts
3. develop a plan for decreasing and preventing violence at Madison Middle School
4. evaluate their plan for decreasing and preventing violence at Madison Middle School
5. evaluate their individual as well as the class' participation in this program

Preparation/Materials Required

Student text pp. 69-85

Chart paper and markers

Invite a group of community resource people to the class, or arrange a community forum, to hear the students present their violence-prevention plan. You may want to have your school principal work with small groups in the class to develop violence-prevention plans.

Teaching Procedures

A. Introducing the Lesson

Introduce the lesson by explaining to the class that the President and Congress have established a set of national goals for education in our nation. An important component of Goals 2000 is one goal concerning drug-free and safe schools. Have the class read the goal in "Establishing Goals" on p. 69 of the student text. In the space provided, ask students to translate the national education goal into their own words.

B. Critical Thinking Exercise

Goals to Reduce Violence at Madison Middle School

Remind the class that during the study of this program they have been exploring the problem of violence at Madison Middle School. They have learned about

- the scope of the problem
- some causes and effects of the problem
- potential solutions
- the responsibilities of the school to provide students with a safe and disciplined learning environment

Explain that in Lesson 9 the class will apply what they have learned to develop a plan to decrease and prevent violence at Madison Middle School.

Ask students to identify Madison Middle School's needs in terms of violence prevention. Post their responses on the board. Encourage students to think of the school's short- and long-term needs.

- What does Madison Middle School need to decrease the current incidents of violence?
- What does Madison Middle School need to prevent violence on and off campus during the next five-year period?

- What resources might be required to address the needs the class has identified?
- Who should be involved in helping prevent violence? What role should students play in the process?

Have students work with a study partner to complete the section, "Goals to Reduce Violence at Madison Middle School," on p. 70 of the student text. Explain to the class that the goals they establish for Madison Middle School will help direct the plan that the entire class will develop. Remind the students that their goals should be realistic and designed to establish the purpose for creating their plan.

After students have completed writing their goals, have them share their ideas with the class. Have the class select three or four goals for Madison Middle School's violence-prevention plan.

C. Critical Thinking Exercise

Developing a Plan

Have students read "Developing a Plan" on p. 70 of the student text. Explain to the class that they will work in groups of five to develop a plan to decrease and prevent violence at Madison Middle School. On the board, post the three components that each plan must address:

- **prevention**, ways the school can prevent students from using violence to respond to conflicts
- **discovery**, ways the school can improve its efforts to find weapons or other illegal articles on campus and who is committing acts of violence at school
- **remedies**, what should be done with students found guilty of assaulting other students or adults at school

Discuss each component with the class and check for understanding. Remind students that in developing their plans they should use what they learned in previous lessons:

- the causes and effects of violence in the schools
- the responsibilities of the school
- programs other schools have found effective in reducing violent behavior
- the criteria for good school rules

Remind students that their plans should not violate the protections provided for in the United States Constitution and Bill of Rights. Divide the class into small groups of five students. Ask each group to appoint a recorder to keep notes of the group's discussion and a reporter to share the group's work with the class. Distribute to each group a sheet of chart paper and a set of markers. Or you may use the "Planning Form" on pp. 71-73 of the student text. Allow adequate time for the groups to complete their work.

D. Critical Thinking Exercise

Evaluating Your Plan
Constitutional Limits

Direct attention to the illustration on p. 76. Ask students to respond to the question in the caption, "How can Madison Middle School students ensure that their violence-prevention plan does not violate the U. S. Constitution?"

Before the small groups present their work to the class, have them evaluate their plans. Have the class read "Evaluating Your Plan" on p. 74 of the student text and review the "Evaluation Checklist" on pp. 74-75. Have the groups apply the evaluation checklist to their plans. Allow time for the groups to make any necessary revisions that result from the evaluation.

Have the class read "Constitutional Limits" on p. 76 of the student text and review the "Constitutionality Checklist" on pp. 77-78. Have the groups apply the constitutionality checklist to their plans. Allow time for the groups to make any necessary revisions that result from the evaluation.

Once the groups have completed their evaluation, ask them to present their ideas to the class. They should post their chart paper on the wall for the class to view. The reporter in each group should explain how the group developed each of the three components of the plan. Encourage others in the group to respond to questions or to elaborate on details of the plan.

E. Critical Thinking Exercise

Finalizing a Violence-Prevention Plan for Madison Middle School

Direct attention to the illustration on p. 79. Ask students to respond to the question in the caption, "What makes a comprehensive violence-prevention plan?"

Have the class read "Finalizing a Violence-Prevention Plan for Madison Middle School" on pp. 78-79 of the student text. With the class, discuss each plan presented and consider its strengths and weaknesses. Have the students think about the consequences of each plan.

- Which consequences might be advantages and which might be disadvantages?
- Which features of the various plans best address the goals established at the beginning of the lesson?

Next, have the class develop a final plan using the best suggestions of each group. Be sure that the final plan includes the following:

- a statement of purpose, or goals
- the three components: prevention, discovery, and remedies
- a statement about how the plan conforms to constitutional requirements
- a concluding statement defining who will be responsible for implementing the plan and the expected outcomes

F. Culminating Exercise

Presenting Your Prevention Plan

When the final violence-prevention plan for Madison Middle School is complete, have the class present the plan to an audience. Oral presentations might be made to the principal and other administrators, the school board, members of the PTA, other interested organizations in the community, or other classes in the school.

Direct attention to the illustration on p. 80 of the student text. Ask students to respond to the question in the caption, "Who should students invite to hear about their violence-prevention plan?"

To prepare for the presentations, have the class read "Presenting Your Prevention Plan" on pp. 80-81 of the student text, "Presentation Format" on pp. 81-82, and "Preparation and Guidelines" on pp. 82-83. Review with the class the basic goals of the presentation, the presentation format, and the preparation guidelines. Assign students to work on different aspects of the presentation, remembering that this is a cooperative class project and all students should participate in some meaningful way. Allow adequate time for the students to prepare and practice their presentation.

Schedule and conduct the presentation. At the conclusion of the presentation, or at a special ceremony where the principal or other school officials acknowledge their efforts, you may wish to present each student with a Certificate of Recognition. These certificates can be reproduced from the master in the back of this guide. You may want to videotape the presentations and award ceremony for students to share with their parents.

G. Reflection Exercise

Reviewing the Program
Reflecting on Your Learning

The concluding exercise in this program involves the students in reviewing and reflecting on their learning. Have the class read the introductory paragraphs under "Reviewing the Program; Reflecting on Your Learning" on p. 83 of the student text.

With the class, discuss the importance of reviewing and reflecting on the learning experience.

Ask students to respond to the eight questions listed under "Reviewing the Program" on p. 84 of the student text.

Finally, ask each student to individually respond to the questions under "Reflection Guidelines" on pp. 84-85 of the student text. Have the students share their responses with the class. Remind the class that developing prevention plans applies to other problems that might arise in society. Helping to develop prevention plans, a public policy exercise, is a life-long responsibility of citizens in our society.

Direct attention to the illustration on p. 85 of the student text. Ask students to respond to the question in the caption, "How might Madison Middle School students make use of their new problem-solving skills in the future?"

Encourage your students to send their work to the Center for Civic Education so that other schools may share their information. See p. 86 of the student text for more information.

Certificate of Recognition

presented to

for completing the Exercises in Participation Program

Violence in the Schools

Developing Prevention Plans

Principal

School

a project of the
Center for Civic Education

Charles N. Quigley
Executive Director

Teacher

Date

Center for Civic Education
5146 Douglas Fir Road ☐ Calabasas, CA 91302 ☐ (818) 591-9321 ☐ FAX (818) 591-9330

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